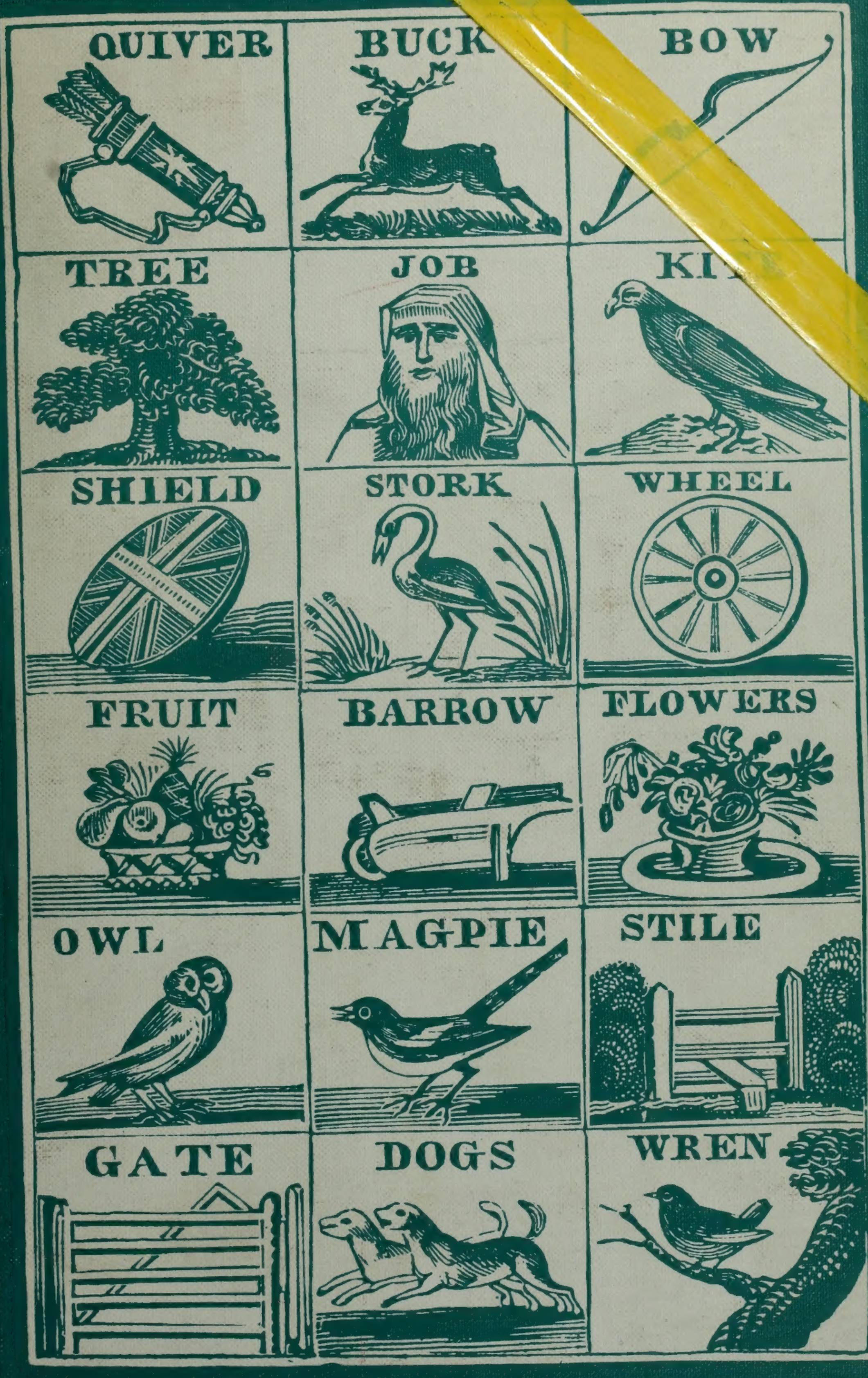
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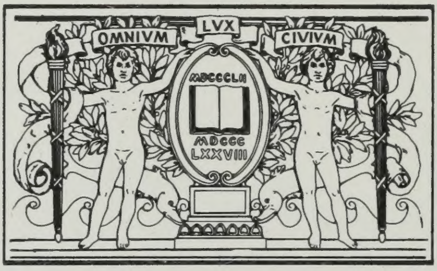
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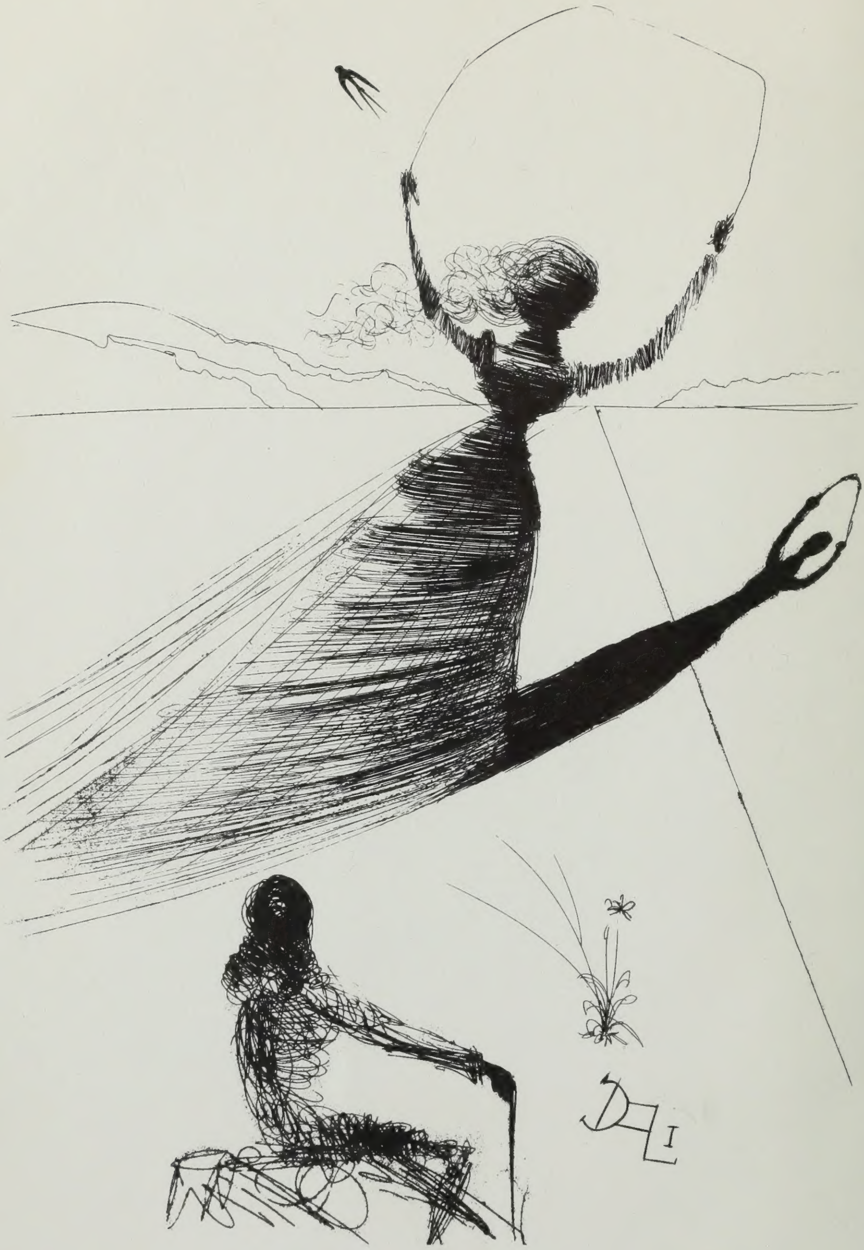

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CHILDREN'S LITERATURE

A Guide to Reference Sources

Second Supplement

COMPILED BY

VIRGINIA HAVILAND

WITH THE ASSISTANCE OF

MARGARET N. COUGHLAN

LIBRARY OF CONGRESS

WASHINGTON 1977

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Preface

THE PLAN TO prepare five-year supplements to *Children's Literature: A Guide to Reference Sources* (1966) has appeared a workable and logical projection. In the preface to the first supplement (1972) we noted that there had been an acceleration in the attention given to children's books and libraries. There has been no lessening of that tempo.

New emphases in the field have required sections for selected bibliographies and critical works on nonprint materials and for citations on research in children's literature. Evidence of more serious attention to the latter is the establishment of the International Society for Research in Children's Literature and a journal, *Phaedrus,* emphasizing "inquiry into children's literature resources important to the study of childhood and child culture." There has also been a burgeoning of histories and critiques of comics. The growing number of publications related to minority interests in the United States is reflected in the section on book selection. A rearrangement of "International Studies" combines the enlarged body of materials about international organizations (some recently formed), annual international conferences, and items resulting from today's greater concern with matters of translation and with library development. A totally new heading, "French Canada," brings together works now available from French-speaking Canada.

This second supplement covers chiefly publications issued from 1970 through 1974. It also includes a few not available to the compilers in 1969, which were received later as gifts from abroad.

Entries are annotated to indicate the relative value as well as the usefulness and appeal of the items described. References to items in the earlier books are noted with "see *Guide,* item —," and "see *Guide, First Suppl.,* item —"; directions to other items in this volume are noted with "see item —."

Again for this supplement Helga Mach, professor of children's literature at the Süddeutsches Bibliothekar-Lehrinstitut, Stuttgart, West Germany, assisted the staff of the Children's Book Section as a consultant in selection and annotation for works in German, Czech, Slovak, and Polish. Reference librarians in the foreign-area divisions of the Library of Congress and catalogers of foreign works also rendered valuable assistance in identifying and annotating books in many languages.

Other children's book specialists in the United States and abroad who were particularly helpful in suggesting and providing special materials were: Carmen Bravo Villasante, Aase Bredsdorff, Klaus Doderer, Momoko Ishii, Anna Johansson, Thea de Laat, Annie Moerkercken van der Meulen, Nina Medvedeva, Mary Ørvig, Carla Poesio, Walter Scherf, Inger Spangen, Mary Thwaite, Shigeo Watanabe, Heinz Wegehaupt, and the staff of the Children's Book Council in New York.

Virginia Haviland
Head, Children's Book Section
General Reference and Bibliography Division
Reader Services Department

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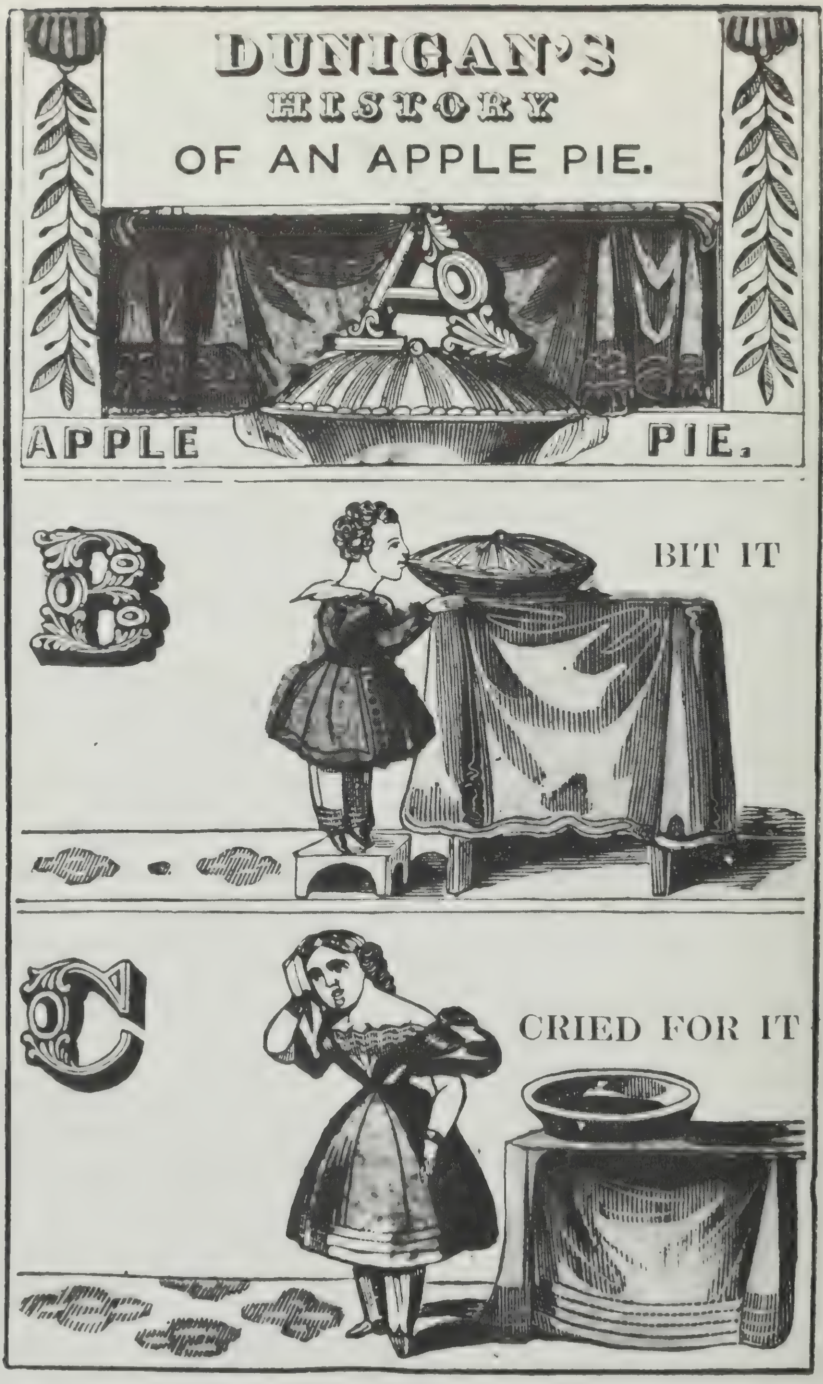
Key to Symbols

LIBRARY OF CONGRESS OFFICE SYMBOLS

GR&B-CBS	General Reference and Bibliography Division, Children's Book Section
Orien	Orientalia Division (Second element in symbol indicates language, for books available in Orientalia Reading Room)
N&CPR	Newspaper and Current Periodical Room


DUNIGAN'S
HISTORY
OF AN APPLE PIE.
A
APPLE
PIE.
B
BIT IT
C
CRIED FOR IT

From Dunigan's History of an Apple Pie, *a nineteenth-century rhyming alphabet with handcolored plates, published in New York by McLoughlin Brothers.*

History and Criticism

HISTORICAL STUDIES

1

Adams, J. D. AUSTRALIAN CHILDREN'S LITERATURE: A HISTORY TO 1920. Victorian historical magazine, v. 38, Feb. 1967: 6–28.

DU200.V63, v. 38

A college lecturer's concise outline of books written for Australian children by Australians, beginning in 1841 when the first successful story, "A Mother's Offering to Her Children," emerged in the *Sydney Gazette*.

Cited from the nineteenth century are numerous didactic and religious books in the pattern of English children's literature. The writer calls attention to the thrills inherent in writing about the "rugged Australian bush, the pioneering spirit, the threat of aborigines, the menace of bushrangers, the rigours of the Central Desert and the hardships of bushfires and floods."

Among animal adventures and girls' stories, Ethel Turner's "first and greatest" book, *Seven Little Australians* (1894), receives highest praise; nearest in achievement is Mary Grant Bruce's "Billabong" series (1910–46). Two names are believed to be outstanding in Australian fantasy, up to 1920: Ethel Pedley for the classic *Dot and the Kangaroo* (1899) and Norman Lindsay, whose *The Magic Pudding* (1918) is declared "one of the finest Australian books ever written."

Bibliography.

2

AMERICAN LITERARY REALISM, 1870–1910. v. 6, spring 1973: 87–152, 166–168. illus.

PS1.A65, v. 6

Except for its regular book review section, this serial issue, guest-edited by Gordon Kelly, is devoted entirely to children's literature of the period. A foreword expresses Dr. Kelly's view that a "history of 'literary sensibility' . . . must surely include a consideration of the children's books and periodicals which nourished the taste of Americans who came of age throughout the latter years of the nineteenth century."

See Kelly's "American Children's Literature: An Historiographical Review" (item 390) and his "American Biographies for Children, 1870–1900" (item 22); Fred Erisman's "American Regional Juvenile Literature, 1870–1910: An Annotated Bibliography" (item 13); and Christa Ressmeyer Klein's "Literature for America's Roman Catholic Children (1865–1895): An Annotated Bibliography" (item 24).

The volume is illustrated with pictures and textual excerpts from *St. Nicholas Magazine* and concludes with a facsimile reproduction of "Children's Magazines" from the *Literary World* (Nov. 1, 1897).

3

Arnold, Arnold, *comp.* PICTURES AND STORIES FROM FORGOTTEN CHILDREN'S BOOKS. New York, Dover Publications [1969] 170 p. illus. (Dover pictorial archive series) PZ5.A6425Pi

Includes bibliographical references.

A well-printed, fully illustrated gathering of early children's literature, without editorial commentary. Arranged for the most part chronologically, the collection is "intended as a survey of the manner and literary and illustrative styles whereby children were introduced to culture and learning before 1850"; the compiler has chosen "whatever seems amusing and pertinent."

The eleven categories are "Morals and Manners," "Nursery Rhymes," "Street Cries," "Fairy Tales," "Anthropomorphism" (about Cock Robin and Puss in Boots), "Words of One Syllable," "Robinsonades," "Humor and Riddles," "Books on Sports, Games and Pastimes," "Periodicals," and "Books That Teach" (including alphabet books).

4

Ashton, John. CHAP-BOOKS OF THE EIGHTEENTH CENTURY. New foreword by Victor Neuberg. New York, A. M. Kelley, 1970. xvi, 486 p.
PR972.A7 1970

This clear reproduction of the 1882 edition (*Guide*, item 5) has an added six-page foreword which evaluates the importance of chapbooks. More than any other evidence we have, says Mr. Neuberg, these little unsophisticated books of tales, ballads, and other popular lore "open a window on the world of the eighteenth century poor." He comments on the spread of education and the ability to read among the poor, indicated by the "*increase* in the number of books available," and concludes that "the chapbook provided the means by which men and women who had achieved a bare literacy . . . were enabled to make the cultural leap into the industrial world of the nineteenth century."

5

Avery, Gillian. FASHIONS IN CHILDREN'S FICTION. Children's literature in education, no. 12, Sept. 1973: 10–19. Z1037.A1C5, no. 12

Gillian Avery, the author of numerous children's books set in Victorian times, analyzes types of heroes of the children's story—from

Mrs. Trimmer and Charlotte Yonge to the 100 books cited in the *Sunday Times* "best" list of 1957 (see *Guide*, item 502) and later works. She notes opposition to fairy tales, the trend to permit characters' emancipation from their elders, the value of stretching the imagination, and "the child of the seventies . . . who 'comes to terms with himself' and achieves catharsis through violence."

Tracing the relationship between the esteem awarded the heroes of children's stories by educationists and moralists and the appeal of the books to children, the writer proclaims that the higher the reputation of the book with adults of the time, the flatter it falls with the children of succeeding generations.

6

THE BOYS' BOOK COLLECTOR. v. 1+ fall 1969+ [Naperville, Ill.] quarterly. Z990.B66

A magazine of some thirty pages per issue devoted to nineteenth- and twentieth-century boys' books by "Oliver Optic," Horatio Alger, Gilbert Patten, Edward Stratemeyer, and others. The spring 1971 issue offers articles varying in scholarship such as Justin G. Schiller's "L. Frank Baum and His Teen-age Serials: a Bibliographical Checklist," Stephen Cammett's "James Otis, Writer of Over One Hundred Boys' Books," and Roy B. Van Devier's "Oliver Optic."

7

CHALLENGES IN AMERICAN CULTURE. Edited by Ray B. Browne [and others] Bowling Green, Ohio, Bowling Green University Popular Press [1970] xvi, 278 p. E169.1.C43

Three of these 1961 conference papers of the American Studies Association single out popular juveniles for their bearing on American culture.

Robert Lee White's "Little Lord Fauntleroy as Hero" (p. 209–216, including six pages of illustrations) compares Cedric to Huck Finn ("Fauntleroy is, perhaps, a figure more deserving of youthful emulation than Twain's Huck Finn").

Elizabeth Steele's "Mrs. Johnston's *Little Colonel*" (p. 217–223) deals with "middle-class moral values," prejudices, and the author's efforts to instill a message about the cultural aspects of life. "As children's literature, as popular art, as Americana, Mrs. Johnston's *Little Colonel* still deserves . . . to be studied."

Gerard O'Connor's "The Hardy Boys Revisited: A Study in Prejudice" (p. 234–241) views *The Hidden Harbor Mystery* as "a microcosm of the whole Hardy Boys series"—waspish, rooted in "culture-bound traditions' " and of an "inestimable" influence on their readers: "The Hardy Boys are sick, very sick."

8

Collison, Robert L. THE STORY OF STREET LITERATURE; FORERUNNER OF

THE POPULAR PRESS. Santa Barbara, Calif., ABC-Clio [1973] 182 p. illus.
Z1029.3.C64 1973

The author surveys street literature, the penny chapbooks and the penny broadsides used as newspapers, which "filled a need that was not otherwise met until the introduction of the popular press in the 1850s." He notes that the greatest printer of street literature was James Catnach, whose press was active in England between 1800 and 1850.

With many pictorial and other reproductions, substantial quotations are provided from ancient legends and ballads, as well as accounts of crimes, history, lampoons, cartoons, fairy stories, alphabets, rhymes, primers for children, famous poems, religious pamphlets, superstitions, and riddles.

Glossary; reading list (p. 168–175).

9

Crandall, John C. PATRIOTISM AND HUMANITARIAN REFORM IN CHILDREN'S LITERATURE, 1825–1860. American quarterly, v. 21, spring 1969: 3–22.
AP2.A3985, v. 21

A thoroughly documented study of the transmission of humanitarian impulses and reform currents in children's books and magazines. These publications, the author states, "mirrored to a rather remarkable degree the reform stance, style and spirit of the middle decades of the 19th century" which achieved a "happy wedding of reformism and nationalism except in the case of the antislavery movement." The scholar quotes messages from temperance societies, peace crusaders, abolitionists, and those who recognized problems resulting from immigration and the growing factory system ("the sin and din" of the congested cities).

10

Crawford, Benjamin F. THE LIFE OF WILLIAM HOLMES MCGUFFEY. Delaware, Ohio, Carnegie Church Press [1974] 125 p. port.
LA2317.M2C69

An admirer's nostalgic account, initiated by his recollections of learning from the McGuffey readers during school years in the nineties. The author gives a biographical background, introduces the different, advancing aims behind the six readers, emphasizes McGuffey's moral integrity and philosophy, and describes the McGuffey Society of Columbus, Ohio, as well as the Federation of McGuffey Societies. No attempt is made to trace the many editions of the readers from the creation of the first books in 1836.

11

Cutt, Margaret N. IN THEIR OWN TIME—FOOTNOTES TO SOCIAL HISTORY. Horn book magazine, v. 49, Dec. 1973: 617–623 and v. 50, Feb. 1974: 24–31.
Z1037.A1A15, v. 49, 50

A paper presented by a Canadian university lecturer on children's literature at a meeting of the Friends of the Osborne and Lillian H. Smith Collections (Toronto Public Library). Her discussion of tract tales pays particular attention to Mrs. Sherwood's best seller, *The History of Little Henry and His Bearer* (1814) as a "footnote to the events of its time." Part 2 turns to the mid-nineteenth-century concern with science and Sunday school literature: to Charlotte Maria Tucker (known as A.L.O.E.—A Lady of England) with her sugar-coated science instruction and evangelical tract fiction, and to Hesba Stretton, who worked for the betterment of living conditions.

12

Ellis, Alec. BOOKS IN VICTORIAN ELEMENTARY SCHOOLS. London, Library Association, 1971. 46 p. (Library Association. Pamphlet no. 34)
LB2853.G7E4, no. 34

Bibliography: p. 44–46.

A library school lecturer surveys the availability of books in English and Welsh elementary schools during the Victorian era, with an "attempt to isolate some of the conditions which were favourable or unfavourable to their use." He divides the years into two periods, 1830–70 and 1870–1901, before and after the Elementary Education Act of 1870. In "School and Other Children's Books," the third part of the bibliography, he cites eighteenth- and nineteenth-century books which he examined in detail.

In conclusion, Mr. Ellis reports the transition within the period "from multi-purpose reading books to two distinct types: for use in reading lessons and for the study of specific subjects." He points out the promotion by public librarians of a wider interest in reading among children after 1880, while an obstacle still was the assumption that children should provide their own books. By 1901, he notes, a wide variety of schoolbooks was available.

13

Erisman, Fred. AMERICAN REGIONAL JUVENILE LITERATURE, 1870–1910: AN ANNOTATED BIBLIOGRAPHY. American literary realism, 1870–1910, v. 6, spring 1973: 109–122. PS1.A65, v. 6

Relating children's literature to that for adults in the period covered, Professor Erisman argues that the tendency was toward "local-color stories" rather than "thoroughly regional" works. There was "a romantic idealized vision of an America that might yet be" and two basic plots—"the photographic, 'slice-of-life' story" (*Little Women*) and "the tale of the quest" (*The Wizard of Oz*).

The selective bibliography of representative works contains three major sections: bibliographies, primary works (by regions), and selected secondary sources.

See also this scholar's "L. Frank Baum and the Progressive Dilemma" (*American Quarterly*, v. 20, fall 1968: 616–623. AP2.A3985) in which he considers this "prolific but minor writer of children's books" in terms of the dilemma of trying to adapt the essentially rural ideas and traditional ideals of an unsophisticated America to a complex urban society. He concludes that "it is possible that Baum, by suggesting to the children of the early 20th century what might be achieved, helped to preserve American idealism through the reality of a depression and two world wars. If so, his success is not a minor one."

See, further, the historian's "Transcendentalism for American Youth: The Children's Books of Kate Douglas Wiggin" (*New England Quarterly*, v. 41, June 1968: 238–247. F1.N62). Here he analyzes the appearance of both Froebelian and transcendental ideas in the Wiggin fiction as she presents a romantic-transcendental view of contemporary America: "the doctrine of compensation, a high regard for individualism, and an unwavering faith in the value of nature." He sees that "she gives to her readers the picture of America that they evidently wanted to have—an America in which the city (ie. sophistication) is bad, the country (or simplicity) good." However, he considers unrealistic her belief that in her books "lies her solution to the problems of modern America."

14

Fadiman, Clifton. CHILDREN'S LITERATURE. *In* Encyclopaedia Britannica. v. 5. Chicago, Encyclopaedia Britannica [1971] p. 519–520, 520A–520H, 521–522, 522A–522J, 523–528. illus. AE5.E363 1971, v. 5

The encyclopedia's article on children's literature (greatly expanded with seventeen additional lettered pages) summarizes concisely and sharply the world of children's books. The author sees this special current within the mainstream of literature as having had the power to "engender its own institutions"—publishing houses, libraries, critics, periodicals, lectureships, associations and conferences, collections, exhibitions, and prizes—and asks whether "the current institutionalizing of children's literature has gone so far . . . as to cast a shadow on the spontaneity and unself-consciousness that should lie at its heart."

Summarized are features and criteria (artistic, social, and political) applied to the literature of various parts of the world. Here he comments: "By most of our criteria the development of Eastern as compared with Western children's literature appears sparse and tentative. . . . we note a sharp variation or unevenness, as between North and South, in the tempo of development." For Latin America he sees unevenness, belatedness, and an "unbalanced polarity, with didacticism decidedly the stronger merit."

Each section is fully illustrated, and a separate section analyzes children's book illustration, " a province of general book illustration . . . subject to the same technical, aesthetic, and social pressures, including vogues, that condition all the pictorial arts."

A four-page detailed time chart from the eleventh century to 1969 for author (illustrator and editor also), title (event), country, and significance, presents many trailbreakers and high points. A final section identifies important institutions, publications, and prizes in the United States, Canada, Great Britain, and various other countries.

15

——— THREE PERSPECTIVES ON: CHILDREN'S CLASSICS IN A NON-CLASSICAL AGE. Wilson library bulletin, v. 47, Oct. 1972: 158–161. illus.

Z1217.W75, v. 47

As guest editor of a special issue of the magazine, the writer introduces three articles by American, English, and French authorities requested to comment on his or her country's children's classics (defined as pre–1945).

Mr. Fadiman's own incisive piece views new directions followed by modern children's literature in this "non-classical age" noting "the growing spirit of internationalism (and soon, one hopes, supra-nationalism) evidenced in many ways, including the increase in translations, the healthy challenge being offered to the over-long domination of English and American books. . . ."

The three well-illustrated articles which follow are:"French Children's Classics: Tradition in a Non-Traditional Age" (p. 162–171) by French critic-editor-historian Isabelle Jan; "What Makes a Book Survive? Or, 'Wild Tales Which Made the Child a Man'" (p. 172–177) by Brian Alderson, British lecturer-critic-editor, who points to evidence that English classics are thriving in a "revivalist movement"; and a piece by Sara Innis Fenwick, Chicago library school professor, "American Children's Classics: Which Will Fade, Which Endure?" (p. 179–185). She nominates four books published between 1865 and 1876 that still please today's child and other later titles likely to endure, then pleads for a "continuing re-evaluation of the classic heritage."

16

Fuchs, Wolfgang J., *and* Reinhold Reitberger. COMICS; ANATOMY OF A MASS MEDIUM. [Translated from the German by Nadia Fowler. 1st American ed.] Boston, Little, Brown [1972] 264 p. illus.

PN6710.F813 1972

Bibliography: p. 257–258.

A dissection and historical survey by two German scholars of "all comics, and particularly the great bulk of trivial comic books." These are discussed in depth—their characteristics (humor, adventure, or melodrama), superheroes, depiction of both American and European society, and graphic art. Also discussed are their supporters, adversaries, and trends. Copious illustrations are provided to give the reader "an overall impression and to let the comics speak for themselves."

17

Grade, Arnold E. THE MERRILL GUIDE TO EARLY JUVENILE LITERATURE. Columbus, Ohio, C. E. Merrill [1970] 43 p. (Charles E. Merrill guides)

PN1009.A1G65

The focus here is on the nineteenth-century outpouring of juvenile fiction, primarily by Americans. The author notes that in the 1830s the American Sunday School Union launched the concept of the series: "If the Union's goals were fundamentally and appropriately religious in nature, their concern for a literate citizenry and for publications gauged to the reader's capacities nevertheless represented distinct contributions to American thought."

By mid-century, periodicals for young people had shifted "from the moral and didactic to—unfortunately—the namby-pamby." However, a "sense of adventure and more sharply delineated characterization marked the development of the juveniles beyond mid-century" in tougher boys' books and more books for girls. Among many authors discussed are four who wrote to promote a cause: Noah Webster, Jacob Abbott, Lydia Maria Child, and Richard H. Dana, Jr.; and five tale-tellers of "distinction": Washington Irving, Samuel Griswold Goodrich, Nathaniel Hawthorne, Palmer Cox, and Joel Chandler Harris (a curious inclusion of Goodrich here).

Explored finally are the Beadles and their Dime and Half-Dime novels from the 1860s on—"yellow trash" which persists in various forms today.

Includes a selective chronology, 1771–1900, and an index.

18

Harvey, William. SCOTTISH CHAPBOOK LITERATURE. New York, B. Franklin [1971] 153 p. illus. (Burt Franklin research and source works series, 695. Essays in literature and criticism, 126) PR972.H3 1971

Includes bibliographical references.

In an introductory chapter the author notes: "In any survey of Scottish chapbook literature, it is almost essential that English productions should be excluded or only referred to incidentally. English chapbooks supplemented our national supply, but did not enrich it." This statement is followed by a quote from John Fraser, author of *The Humorous Chapbooks of Scotland*, "Scottish chapbooks . . . [were] superior in every respect to kindred productions in England, Ireland, and France." Harvey later speaks appreciatively, however, of the variety in the English supplement.

For the following discussion Harvey uses Fraser's division of the literature into humorous, instructive, romantic, and superstitious types of prose, songs, and ballads. Instructive chapbooks—historical and biographical, religious and moral—relate to children, as well as the manuals of instruction expressly directed to them. Traditional fairy tales are cited in the romantic section.

19

Haviland, Virginia, *and* Margaret N. Coughlan. YANKEE DOODLE'S LITERARY SAMPLER OF PROSE, POETRY & PICTURES; BEING AN ANTHOLOGY OF DIVERSE WORKS PUBLISHED FOR THE EDIFICATION AND/OR ENTERTAINMENT OF YOUNG READERS IN AMERICA BEFORE 1900. SELECTED FROM THE RARE BOOK COLLECTIONS OF THE LIBRARY OF CONGRESS. New York, Crowell [1974] 466 p. illus. Z1232.H38

Bibliography: p. 451–458.

From Yankee Doodle
(New York: Trent, Filmer & Co., 1865).
Illustrated by F.O.C. Darley.

A chronological anthology including facsimile pages, complete short works, chapters from stories and other prose, and poetry published for children from the American Colonial Period until 1900. The first item has a 1771 imprint. Prefatory matter contains an introduction, as does each of the three major divisions: "Works Intended to Instruct or Improve," "Works Intended to Entertain," and "The Magazines." Also included are additional introductions for the seven sections within the first two of these divisions, as well as annotations for each item. Among the many illustrations are twenty-four pages in full color. A selected bibliography relates to general, religious, and instructive works, authors, illustrators, magazines, publishers, and the Library of Congress rare book holdings.

The volume is considered by the two *School Library Journal* reviewers to be an introduction to American children's literature "for specialists, students, . . . general readers [and] . . . teachers of children's literature."

20

Hindley, Charles. THE LIFE AND TIMES OF JAMES CATNACH (LATE OF SEVEN DIALS), BALLAD MONGER. London, Reeves and Turner, 1878. Detroit, Singing Tree Press, 1968. 432 p. illus. Z232.C36H2 1968

English ed.: Welwyn Garden City, Hertfordshire, Seven Dials Press, 1970.

Originally published in 1878 (a companion to the author's *The History of the Catnach Press* [London, Charles Hindley, 1886. See *Guide*, item 27]). The present facsimile volume has supplementary value in its ample reproduction of pages, broadsides, street ballads, chapbooks, other pictures and rhymes—in all "230 wood-cuts of which 42 are by Bewick" from the first half of the nineteenth century. Some duplication of reproductions from Bewick's wood-blocks and a series of juvenile chapbooks occurs in this and the later study.

21

Johannsen, Albert. The house of Beadle and Adams and its dime and nickel novels; the story of a vanished literature. With a foreword by John T. McIntyre. Norman, Okla., University of Oklahoma Press [1970] 2 v. (476, 443 p.) illus. Z1231.F4J68

"Written for Collectors of Americana, Librarians, and Booksellers and for those who are nostalgic for the Books of their Youth."

Volume 1, part 1, discusses pre-Beadle novels, the dime novel, what it was and was not, Beadle's novels and his instructions to authors (Louisa May Alcott being one who wrote these thrillers), and the illustrators. Part 2 is a history of the firm.

Volume 2, part 3, contains numerical lists of the various series of Beadle novels (also the biographical booklets, songbooks, schoolbooks, and periodicals). Part 4 deals with "The Authors and Their Novels," classified in four groups: (1) Beadle's own authors "who could be depended upon to turn out a *Dime Library* or a *Half-Dime Library* every few weeks"; (2) authors who wrote an occasional book for Beadle; (3) American authors previously published by others but whose works were reprinted by Beadle; and (4) foreign authors, mostly English. Brief biographies "of very unequal value" follow for all of the Beadle authors on whom any information was available.

Appendix: A list of the principal Beadle publications (in order of appearance) with a list of pseudonyms and discussion of "Condition and Values"; bibliography (newspaper and magazine articles, 1864–1950; books). Indexes: titles and subtitles; principal localities; general index.

22

Kelly, R. Gordon. American biographies for children, 1870–1900. American literary realism, 1870–1910, v. 6, spring 1973: 123–136. PS1.A65, v. 6

An essay analysis of nineteenth-century biographies—those "produced by a particular social class, rather than an exhaustive list." The scholar points out that these dramatized achievements avoided the portrayal of "false goals falsely won" and presented models worthy of emulation. Thus, those biographers whose works are cited in the selective bibliography are seen to have stressed patriotism, recurring qualities of character of the nineteenth-century "gentry" or "culture-bearing class," and an assumption of moral continuity between childhood and adulthood.

The eleven-page list of individual and collective biographies is arranged alphabetically by name of author.

23

——— Mother was a lady; self and society in selected American children's periodicals, 1865–1890. Westport, Conn., Greenwood Press [1974] xx, 233 p. illus. (Contributions in American studies, no. 12) PN4878.K4

An evaluation of important nineteenth-century juvenile magazines and their editors precedes a study of the "characteristic values of the gentry class," that is, values of the arbiters of culture, the lady and the gentleman, as revealed in this periodical fiction.

Three formulas of gentry fiction found in the magazines and defined as the "ordeal," the "change of heart," and the "gentry mission" are contrasted with the sensational fiction of the flamboyant, illustrated weeklies and of Alger and Oliver Optic. Examples are discussed in some detail. The work of ladies' committees and of Caroline Hewins and other early librarians in establishing standards is also presented.

An excellent, evaluative bibliography of books and articles is appended.

24

Klein, Christa R. LITERATURE FOR AMERICA'S ROMAN CATHOLIC CHILDREN (1865–1895): AN ANNOTATED BIBLIOGRAPHY. American literary realism, 1870–1910, v. 6, spring 1973: 137–152. PS1.A65, v. 6

This annotated, chronologically-arranged bibliography regarding a "major American subculture" has a preface discussing the literature available on "child socialization among Catholics." It notes that each type of American Catholic juvenile literature had European predecessors, with the catechism serving as "probably the single most important source of information about values and socialization."

The bibliography includes five categories: catechisms; catechetical and spiritual manuals; guides for social behavior, 1865–95; dramas, biographies, and lore, 1865–95; and fiction, 1865–95.

25

Kotzin, Michael C. DICKENS AND THE FAIRY TALE. Bowling Green, Ohio, Bowling Green University Popular Press [1972] 123 p. illus.
PR4588.K65 1972

Bibliography: p. 107–116.

In a study of Dickens' works, the scholar concentrates on the English writer's roots in the fairy tale and his use of such familiar motifs as the Cinderella theme. Included is a discussion of "Frauds on the Fairies," an article prompted by the appearance of *Hop-O'-My-Thumb*, the first of George Cruikshank's adaptations of four fairy tales intended "to spread the teetotaling gospel." Here Dickens states, "Whosoever alters them [fairy tales] to suit his own opinions, whatever they are, is guilty, to our thinking, of an act of presumption."

A revision of the author's thesis, University of Minnesota.

26

McClinton, Katharine M. ANTIQUES OF AMERICAN CHILDHOOD. New York, C. N. Potter; distributed by Crown [1970] 351 p. illus., facsims.
NK805.M3 1970

Bibliography: p. 340–344.

Chapters 4 and 5 in this elegantly produced study of the culture of the "Early American Child" examine "Schoolbooks and Schooling" (hornbooks, primers, and other instructional volumes) and "Books for Amusement." The latter discusses many kinds of reading matter, citing specific titles. Both chapters are fully illustrated with reproductions of pages and separate illustrations. Chapter bibliographies at the end of the book cite ten sources for chapter 5.

27

McGuffey, William H. OLD FAVORITES FROM THE McGUFFEY READERS, 1836–1936. Edited by Harvey C. Minnich. Associate editors: Henry Ford [and others] New York, American Book Co. [c1936] Detroit, Singing Tree Press, 1969. 482 p. illus. PE1117.M235M5 1969

A centenary volume of 150 lessons selected from a total list of reader contents by members of "McGuffey societies and other interested individuals." Minnich's introduction notes that though "the elementary lessons . . . dealt largely with problems of conduct, the more advanced lessons served to introduce the older 'scholars' to the best of the forensic, descriptive, sacred, and poetic literature of the world."

28

Maltin, Leonard. THE DISNEY FILMS. New York, Crown [1973] 312 p. illus. PN1998.A3D529

This laudatory tribute to Walt Disney and his feature films has copious illustration and full documentation, with technical details, plots, and in some instances, audience or contemporary critical reaction. Thus, it contains much about *Snow White and the Seven Dwarfs*, *Pinocchio*, *Cinderella*, *Alice in Wonderland*, *Emil and the Detectives*, *The Swiss Family Robinson*, *Mary Poppins*, and other films created from children's books. Attention is paid also to "shorts" and television shows. An outline of Disney's career is provided.

For a deeper analysis of Disney's work, *see* Richard Schickel's *The Disney Version; the Life, Times, Art and Commerce of Walt Disney* (New York, Simon and Shuster [1968] 384 p. PN1998.A3D56).

See also William McReynold's "Disney Plays 'The Glad Game' " (*Journal of Popular Culture*, v. 7, spring 1974: 787–796) for an analysis of the popularity of Disney's films.

29

Neuburg, Victor E. CHAPBOOKS: A GUIDE TO REFERENCE MATERIAL ON ENGLISH, SCOTTISH AND AMERICAN CHAPBOOK LITERATURE OF THE EIGHTEENTH AND NINETEENTH CENTURIES. 2nd ed. London, Woburn Press, [1972] 81 p. index Z6514.P7N4 1972

An edition, with subtitle different from that of the 1964 edition (*Guide*, *First Suppl.*, item 39), augmented with new material and to some extent rearranged. It supersedes the earlier volume. Bibliographical references are included.

30

Nye, Russel B. THE UNEMBARRASSED MUSE: THE POPULAR ARTS IN AMERICA. New York, Dial Press, 1970. 497 p. illus., facsims., ports. (Two centuries of American life) E169.1.N92

A thoroughly researched, six-part study of literature, music, and drama produced for mass consumption. It covers "Popular Fiction and Poetry," "The Popular Theater," "Popular Arts on the Newstand," "Cops, Spacemen, and Cowboys," "Let the People Sing: Popular Music," and "Media Hot and Cool: Movies, Radio, and Television."

"Subliterature" designed for the juvenile market is discussed in chapter 3, "For It Was Indeed He: Books for the Young." Here the author analyzes in some detail such prolific writers as Horatio Alger, Gilbert M. Patten (Burt L. Standish), and Edward Stratemeyer (the "Henry Ford of the juvenile industry"), revealing the changes in American values as reflected in each man's works. Further attention is given to "two survivors of the classic traditions"—the Hardy Boys series and the Nancy Drew books.

Other chapters bearing on juvenile literature are "The Dime Novel Tradition" (which points out the first appearance of "disrespect for the law"); "Fun in Four Colors: The Comics"; "Murderers and Detectives"; "The Future as History: Science Fiction"; and "Sixshooter Country."

The appended "Bibliographies and Sources" includes studies and articles about such writers as Alger and Patten. Also of interest to the student of children's literature are studies of the sports hero, the detective story, science fiction, and the Western.

31

Ober, Warren U. THE THREE BEARS FROM SOUTHEY TO TOLSTOY. Bulletin of the New York Public Library, v. 72, Dec. 1968: 659–667. Z881.N6B, v. 72

A University of Waterloo (Ontario) scholar documents the history of "The Three Bears." Discussing the dates for Robert Southey's and Eleanor Mure's versions, he makes a plea for recognizing the former as *the* author who saved the tale from oblivion, though there were also prevailing folklore variants. He quotes Joseph Jacobs ("a tale that can be definitely traced to a specific author has become a folk-tale") and concludes with description ofTolstoy's "cosy little family" in a verson which omits Southey's "didacticism and moralizing."

32

Palmer, Nancy G., *and* Melvin D. Palmer. THE FRENCH CONTE DE FÉE IN ENGLAND. Studies in short fiction, v. 11, winter 1974: 35–44. PN3311.S8, v. 11

The works of Mme d'Aulnoy, Mme de Murat, the Chevalier de Mailly, Mme d'Aunneuil, Charles Perrault, Mlle Lhéritier, Fénelon, and an anonymous author are surveyed in this study of the vogue of the French fairy tale in late seventeenth-century England. The writers of this piece pay particular attention to the works of Mme d'Aulnoy, attributing to her the fashion for translating the French conte de fée.

Another study by this pair, "English Editions of French Contes de Fées Attributed to Mme d'Aulnoy," appears in *Studies in Bibliography* (v. 27, 1974: 227–232).

Also related to the conte de fée is "'Beauty and the Beast' and Some Relatives," a lecture by Jay MacPherson distributed in seventeen-page xeroxed form at the Toronto Public Library in January 1974 to the Friends of the Osborne and Lillian H. Smith Collections. Mr. MacPherson traces the history of Mme Leprince de Beaumont's tale and its analogues in German, the second-century Latin of Apuleius ("Cupid and Psyche"), Perrault's "Bluebeard," the English "Mr. Fox," and other versions and uses from Richardson to Dickens.

33

Patterson, Sylvia W. ROUSSEAU'S ÉMILE AND EARLY CHILDREN'S LITERATURE. Metuchen, N.J., Scarecrow Press, 1971. 185 p. LB518.P37

Bibliography: p. 163–171.

A heavily footnoted, analytical study of the influence—both positive and negative—of Rousseau's *Émile* upon ten major English writers and on twenty-one children's books written by them in England between 1763–1800. Five other works not for children are considered because they explain their authors' positions and educational beliefs.

Rousseau's theories on the child's nearness to nature and the education of women as well as other influential ideas are summarized and followed by a scrutiny of the ten authors and their works, each chapter having notes appended. The conclusion states that Rousseau's contribution to education lies less on plans for education and more in his effect on authors of children's books: on Thomas Day, Maria Edgeworth, and Mary Wollstonecraft particularly, in respect to their characters, plots, and themes—virtue versus vice, the value of creatures of nature, and the pointlessness of memorization without comprehension.

34

Prager, Arthur. EDWARD STRATEMEYER AND HIS BOOK MACHINE; OR, HOW A SHOPKEEPER-TURNED AUTHOR HIT THE JACKPOT BY PARLAYING ADVENTURE, HEROISM, AND CLEAN LIVING INTO TOM SWIFT, NANCY DREW, THE ROVER BOYS, THE BOBBSEY TWINS, ETC., ETC., ETC. Saturday review, v. 54, July 10, 1971: 15–17, 52–53. Z1219.S25, v. 54

The writer describes the career of Edward Stratemeyer, beginning with his first story in 1886, a work that proved to be "the opening salvo of a fantastic literary barrage that would encompass an output of more than 800 books written under sixty-five pseudonyms and translated into a dozen languages.' He tells of the "Golden Age" of the dime novel, the birth of the series book, and discusses in some detail Stratemeyer's most successful series—the Rover Boys, the Bobbsey Twins, Tom Swift, and Nancy Drew—outlining the workings of the syndicate, "a kind of literary assembly line." Stratemeyer is declared to have won in a battle with Franklin K. Mathiews, chief librarian of the Boy Scouts of America, when he toned down "danger, thrills, and violence in favor of well-researched instruction."

See, for other works concerned with the series book, the anonymous "For It Was Indeed He" (*Guide*, *First Suppl.*, item 8); Arthur Prager's *Rascals at Large* (item 35); Russel Nye's *The Unembarrassed Muse* (item 30); Peter A. Soderbergh's "The Stratemeyer Strain: Educators and the Juvenile Series Book, 1900–1973" (item 42), "Edward Stratemeyer and the Juvenile Ethic" (*International Review of History and Political Science*, v. 11, Feb. 1974: 61–71), and his "Birth of a Notion: Edward Stratemeyer and the Movies" (*Midwest Quarterly*, v. 14, Oct. 1972: 81–94).

35

——— Rascals at large; or, the clue in the old nostalgia. Garden City, N.Y., Doubleday, 1971. 334 p. PN1009.A1P7

An affectionate, humorous, nonscholarly tribute to series books read by the author in his boyhood. Among the "heroes" examined are Tarzan, Tom Swift, Bomba, Frank Merriwell, and the Hardy boys. Chapter 3, "Nancy Drew: Pushing Forty and Going Strong," previously published in the *Saturday Review* (see *Guide*, *First Suppl.*, item 8), has been expanded to include such additional heroines as the Danas, Judy Bolton, and the Campfire girls. The author's lavish use of quotations from the various series evokes the atmosphere and social attitudes of the period.

36

Quayle, Eric. Juvenile incunabula. Wilson library bulletin, v. 46, Dec. 1971: 326–334. illus. Z1217.W75, v. 46

A book collector's first contribution to his projected series on early children's literature. Bibliographically interesting, it is illustrated with eight reproductions from the title page for *Kunst und Lehrbüchlein*, 1580, "the earliest picture book for children," and "the first prose and poetical miscellany produced for children," shown in the third (1750) edition of *Little Master's Miscellany: Or, Divine and Moral Essays in Prose and Verse*.

In his text, Mr. Quayle discusses early ideas about children's reading material: the attempt to make it attractive with pictures (Comenius in 1657 with *Orbis Sensualium Pictus*), John Bunyan's "insight into nature and evident sense of humor," and the early etiquette books.

37

Roscoe, Sydney. John Newbery and his successors, 1740–1814; a bibliography. Wormley, Five Owls Press, 1973. xxxi, 461, [32] p. illus., facsims., map. Z1037.A24R58

A model of thorough bibliographical information, this annotated catalog of books published by John Newbery and members of his family provides a wide range of information for ready reference. Beginning with a substantial, footnoted introduction (p. 1–33) which describes Roscoe's sources and provides a history of publishing and of earlier books intended for children's pleasure, it contains also "brief biographies" of the following booksellers: John Newbery, the two Francis Newberys (son and nephew), Elizabeth (widow of the nephew), Thomas Carnan (stepson), and Francis Power (son of Newbery's daughter).

Part 1 (p. 39–281) contains fully annotated, numbered entries (J1–J397), "Books for the Entertainment, Instruction and Education of Children and Young People, Lettered 'J'," while part 2 (p. 285–389) lists "Books Other Than Those in Part 1, Lettered 'A'—A short title catalogue with some notes" (for A1–A644).

In his preface Roscoe says that he has not gone out of his way "to look for variant issues" but has noted all that came along (which were "legion" in the juvenile field).

A full-color halftone reproduction of a Dutch floral paper serves as frontispiece. Many black-and-white reproductions appear among the bibliographical citations. Two sixteen-page sections of shiny plates reproduce larger pages or clusters of small pages (title pages and other texts and drawings).

38

Salway, Lance. SIGNAL REPRINTS. Signal, no. 7, Jan. 1972: 3–12.
PN1009.A1S39, no. 7

In this issue of the trimonthly British critical journal, Mr. Salway presents the first of his series of reprinted essays, articles, and reviews of children's books, "to provide evidence that serious attention to children's reading is an activity that has occupied the attention of reviewers and editors for many years, and not a new development in our time." Here as the first is Emma Marshall's 1897 study of Charlotte Maria Tucker ("A.L.O.E.").

The reprints include: May 1972, John Ruskin's "Fairy Stories" (his introduction to the Grimms' *German Popular Stories* edited by Edgar Taylor [1868]; Sept. 1972, William Caldwell Roscoe's "Children's Fairy Tales and George Cruikshank" (issued in the illustrator's *Fairy Library*, 1854); Jan. 1973, Marie Belloc Lowndes' "Jules Verne at Home" (from the *Strand Magazine*, 1895); May 1973, Edward Salmon's "Should Children Have a Special Literature?" (*Parent's Review*, 1890); Jan. 1974, Walter Crane's "Notes on My Own Books for Children"; and May 1974, Catherine J. Hamilton's "Mrs. Barbauld" (from this biographer's *Women Writers: Their Works and Ways*, 1892).

Each piece is given an introduction by Salway; the series is to have book publication.

39

Saxby, Henry M. A HISTORY OF AUSTRALIAN CHILDREN'S LITERATURE 1941–1970 [by] H. M. Saxby, with supplementary chapters by Marjorie Cotton. Sydney, Wentworth Books, 1971. 316 p. illus. PN1009.A1S34

Bibliography: p. 285–299.

A continuation of the literary history treated in the author's 1969 publication, *A History of Australian Children's Literature 1841–1941* (*Guide, First Suppl.*, item 20). The author is a lecturer in children's literature at the University of Sydney.

The review in the Australian *Children's Libraries Newsletter* (v. 7, Nov. 1971: 114) considers the study to be "a valuable source of factual and evaluative material. Nothing of a comparable nature has been published in this field of study. . . although a discerning and critical reader may not agree with many of the statements of an evaluative nature, as a history, not requiring interpretation, it will remain an authentic reference of particular value for students, teachers, and librarians. . . . The supplementary chapters by Marjory Cotton [*sic*], on books for the young, give a satisfactory completion to what is a thoroughly readable, easy to use and reliable reference on the now ever-changing scene of children's literature in Australia."

40

Schiller, Justin G. THE STORY OF LITTLE BLACK SAMBO. Book collector, v. 23, autumn 1974: 381–386. Z990.B6, v. 23

The bibliophile refers to disputes raised by a "conscience-ridden" society over "a revolutionary-style picture book . . . firmly rooted in the annals of children's literature," but his survey is chiefly of *Little Black Sambo's* enterprising publishing history: countless editions, translations, and "a rather amusing list of sequels, imitations, and parodies."

Schiller makes use of the publisher's correspondence file, now on deposit at the University of Illinois Library (Urbana-Champaign), for quotations from letters and publishing statistics.

41

Soderbergh, Peter A. THE DARK MIRROR: WAR ETHOS IN JUVENILE FICTION, 1865–1919. University of Dayton review, v. 10, summer 1973: 13–24. AS30.U53, v. 10

The scholar surveys changes in treatment of the war theme from post Civil War years when it was pictured from "memory" rather than the "will" to war. From Henty and others, he points to noticeable shifts after 1898: the concept of the moral mission, the " 'Preparedness' syndrome," and a new sort of patriotism, the depiction of the enemy as Satanic, depraved, cruel, and unseeing. From 1914 through 1915, Mr. Soderbergh states, many Stratemeyer syndicate series rooted in the war tried to "show the way to the preservation of Western civilization." But by mid–1919, he notes, the military cycle was over and reformers labeled these books "vile," "cheap," "debauching," and "vitiating." However, he concludes that the war ethos resists excision and "persists in simplistic war films, 'action' magazines, and 'combat' comic books."

42

——— THE STRATEMEYER STRAIN: EDUCATORS AND THE JUVENILE SERIES

book, 1900–1973. Journal of popular culture, v. 7, spring 1974: 864–871.
AP2.J8325, v. 7

The associate dean at the Curry School of Education at the University of Virginia traces the battles among educators, parents, librarians, and the purveyors of series books (those of Edward Stratemeyer in particular) from 1900 to date. He comments on four surveys taken in the 1920s to determine the success of the Stratemeyers with young readers and the beginnings of "a realistic (but cautious) accommodation" of the series by a number of educators and psychologists who "have chosen to expend their energies on the whetting of reading appetites among the young, letting the series book fall where it may." He concludes that there has been no serious attempt to discover why the series book is successful, and that there is "adequate justification for a definitive study of the phenomenon."

See also his "Edward Stratemeyer and the Juvenile Ethic" (*International Review of History and Political Science,* v. 11, Feb. 1974: 61–71), and his "Birth of a Notion: Edward Stratemeyer and the Movies" (*Midwest Quarterly,* v. 14, Oct. 1972: 81–94).

43

Thompson, Lawrence. The printing and publishing activities of the American Tract Society from 1825 to 1850. *In* the papers of the Bibliographical Society of America, v. 35, Apr.–June 1941: 81–114.
Z1008.B51P, v. 35

A survey of the first twenty-five years of the American Tract Society includes "Publications for Children," as well as other books (some by Jacob Abbott). Over two hundred separate toy book titles were issued by 1850 "in various shapes and sizes with profuse woodcut illustrations, and in varicolored paper wrappers" (a pattern for toy books set earlier by Newbery and other English publishers).

The publishing activities of the society are credited with having an influence on book illustration, for it employed some of the best artists and engravers. The author discusses the work of Alexander Anderson, wood engraver, and his pupils.

44

Thwaite, Mary F. From primer to pleasure in reading; an introduction to the history of children's books in England from the invention of printing to 1914 with an outline of some developments in other countries. Boston, Horn Book [1972] 340 p. illus.
PN1009.A1T5 1972

First English edition, London, Library Association, 1963 (see *Guide,* item 59); reprinted with corrections and minor addenda, 1966; second English edition, 1972.

The plan of the earlier work is basically followed, but changed chiefly in the expansion of part 5, "Children's Books Abroad," from seventeen to fifty pages. Earlier single paragraph summaries are expanded for many countries and the original five pages for North America is now a sixteen-page treatment covering landmarks from 1656 to Howard Pyle.

As before, the many references and full bibliographies enhance the scholarly aspect of this readable book, written from a librarian's point of view. Impeccably documented, the appendixes add notably. Appendix 1 is a chronological list, 1479–1798, of "some significant or important works in children's literature from Caxton to the end of the eighteenth century." Appendix 2, a bibliography of a majority of the books consulted is in two parts: the first covers general sources (1–22 of the numbered entries), collections and anthologies (23–32), as well as catalog and bibliographies (33–46); the second deals with chapter bibliographies (47–342). The work is indexed and attractively illustrated with reproductions.

45

Townsend, John Rowe. WRITTEN FOR CHILDREN; AN OUTLINE OF ENGLISH-LANGUAGE CHILDREN'S LITERATURE. Rev. ed. [Harmondsworth] Kestrel Books [1974] 368 p. illus. facsim. PN1009.A1T6 1974

Bibliography: p. 342–[349]

Includes index.

A revised and expanded edition of a highly praised work of 1965, this book also has received superlative reviews.

The new volume, which more than doubles the length of the first, has been broadened to include poetry, picture books, American and Australian works, as well as those first published in England. The author notes that he has "tried to discuss the best books of the best writers at reasonable length, and to refrain as far as possible from bare mentions of authors and strings of titles."

American publication by Lothrop, Lee and Shepard in 1975.

See also, the critic's "Children's Books in Britain: Aiming Hard for a New Golden Age" (*Publishers Weekly*, v. 200, July 19, 1971: 67–69).

46

Watts, Isaac. DIVINE SONGS ATTEMPTED IN EASY LANGUAGE FOR THE USE OF CHILDREN. With an introduction and bibliography by John Henry Pyle Pafford. London, Oxford University Press, 1971. 338 p. illus., music, port., index. (Juvenile library) PR3763.W2A65 1971

Reprint of 1st ed., originally published in London, Lawrence, 1715; and of an illustrated ed., originally published, Derby, Mozley, [ca. 1840].

Includes original pagings.

Bibliography: p. 275–330.

Contains an introduction and interpretative chapters (p. 1–124) for this facsimile of the first edition of the immediately popular little book published in 1715. It cites Watts's intention to provide pleasure for children as well as "point and urge [them] to the paths of virtue."

Information in six sections relates to the author and the history of the book. Copies are known of only six of some twenty editions which appeared during Watts's lifetime. No new edition is traced since 1896. The illustrations chosen from the editions of *Divine Songs* published between 1781 and 1896, reveal the changing styles and techniques adopted for children's book illustration over more than a century.

Chapter 2 consists of the essay "Literature for Children, Especially in Poetic Form, Before 1715." Here "pleasure" in reading by children is interpreted to be that of which it "ought to consist . . . primarily. . . a sense of pious rectitude. . . . And it is to this group of godly writers that Isaac Watts belongs." Watts is also identified as a man with love and tenderness toward children. His views on education and the use of poetry are presented in chapter 3.

47

Whalley, Joyce Irene. THE CINDERELLA STORY 1724–1919 . Signal, no. 8, May 1972: 49–62. illus. PN1009.A1S39, no. 8

Fully illustrated and documented with a three-page bibliography of copies of *Cinderella* in the National Art Library, Victoria and Albert Museum, this survey is written by a staff member responsible for the museum's children's books, now including the Renier Collection.

The French background from 1697 and the history of English versions are traced, noting story amendments and embellishments and styles of illustration. The writer considers early chapbooks, the Victorian change of attitudes toward the child and his books, and later changes of style in both the content and format of children's books. Illustrations include examples from Cruikshank, Crane, and Rackham.

See also item 270 for Miss Whalley's study of illustrated books for the nursery and schoolroom 1700–1900.

48

Wohl, R. Richard. THE "COUNTRY BOY" MYTH AND ITS PLACE IN AMERICAN URBAN CULTURE: THE NINETEENTH-CENTURY CONTRIBUTION. Edited by Moses Rischin. Perspectives in American history, v. 3, 1969: 75–156. E171.P47, v. 3

The seventh part of this substantial nine-part analysis of the "country boy" myth is entitled "Horatio Alger: The Legend Transformed." Here the genesis of the Ragged Dick series and its many sequels comes clear, beginning with the author's acquaintance with the Newsboys Lodging House in New York City (its head invited Alger to use it after reading an installment of *Ragged Dick* in *School and Playmate*. One comprehends the basis of Alger's belief that the country boy was "bound to rise," if he were singleminded, abstemious, steady, and saving, as well as inured to hard work. Also one can see that the new kind of success story was "intended to enthrall the poor and friendless city boy" with its dramatization of the city "as a place of infinite, unsuspected promise." Alger "glorified the city and continually stressed its opportunities for glamour and gratification."

See also Percival H. Muir's *Victorian Illustrated Books* (item 267) and R. Gordon Kelly's "American Children's Literature; an Historiographical Review" (item 390).

EARLY MAGAZINES FOR CHILDREN

49

Grey, Jill E. The Lilliputian magazine—a pioneering periodical? Journal of librarianship, v. 2, Apr. 1970: 107–115. Z671.J66, v. 2

A collector of early children's books reveals intriguing, previously unknown details about the publication of John Newbery's the *Lilliputian Magazine*. The papers of the printer William Strahan (1715–1785)—complete with his financial ledgers— give information concerning not only the launching of Newbery's magazine, but also the search for subscribers to finance works for children in the eighteenth century.

Bibliographic footnotes.

50

The Guardian of education, a periodical work; consisting of a practical essay on Christian education, founded immediately on the scriptures, and the sacred offices of the Church of England: memoirs of modern philosophers; and extracts from their writings; extracts from sermons and other books relating to religious education; and a copious examination of modern systems of education . . . conducted by Mrs. Trimmer. v. 1–5, June 1802–Sept. 1806. London, J. Hatchard. 5 v. LC582.G8

Monthly, 1802–3; quarterly, 1804–6.

Publication suspended from September to December 1803, ceased with September 1806. In each issue Mrs. Trimmer offers an "Examination of Books for Children" and an "Examination of Books for Young People."

Among the regular reviews appears (v. 2, Mar. 1803: 175) an approving criticism of Maria Edgeworth's *Harry and Lucy*, parts 1 and 2, being the first and second parts of *Early Lessons*. A bit earlier (v. 1, Nov. 1802: 430–431) she quibbles about Newbery's *The History of Little Goody Two Shoes:* "a great favourite with us . . . yet we could wish some parts altered or omitted . . . some of these faults a pair of scissors can rectify, and the ill effects of others may be remedied by proper explanation from the parents." A two-part "Essay on Christian Education" (v. 2, July 1803: 398–410 and Aug. 1803: 464–481) comments on "the care which is requisite in the choice of books for children." She deplores with expressions of horror (v. 4, Jan. 1805: 74–75) the improprieties of *Nursery Tales. Cinderella, Blue Beard* and *Little Red Riding Hood* (with colored plates, Tabart, 1804).

Judith St. John's article, "Mrs. Trimmer—Guardian of Education" (item 51), refers to this early nineteenth-century magazine as a forerunner of the *Horn Book Magazine.*

51

St. John, Judith. Mrs. Trimmer — guardian of education. Horn book magazine, v. 46, Feb. 1970: 20–25. port. Z1037.A1A15, v. 46

A lively commentary on the reviewing of "several hundred children's books . . . and monthly essays on Christian education" in what this rare books librarian in Toronto calls a forerunner of the *Horn Book Magazine*: Mrs. Sarah Trimmer's 1802–6 *Guardian of Education, a Periodical Work; Consisting of . . . a Copious Examination of Modern Styles of Education, Children's Books and Books for Young Persons*. This article is a bio-critical study of Mrs. Trimmer, already a successful author of children's books for more than twenty years, with quotations from some of her approving as well as deploring reviews.

52

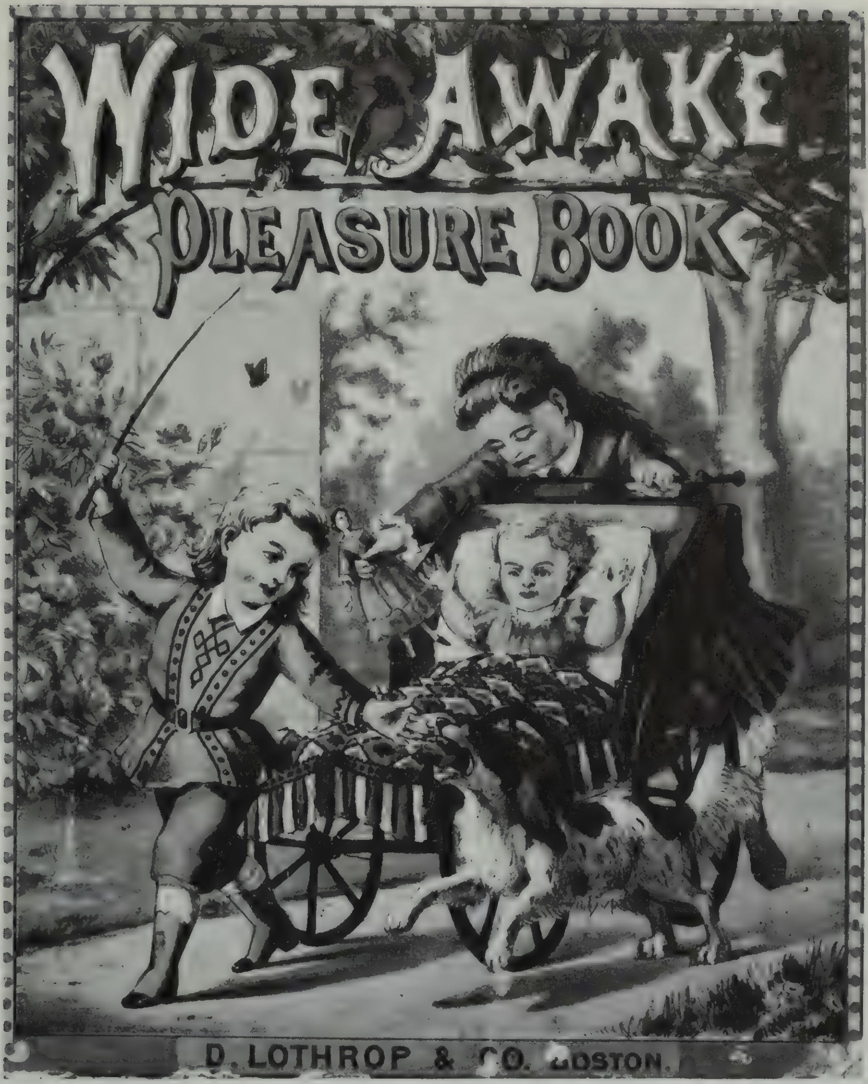
Saler, Elizabeth C., *and* Edwin H. Cady. The St. Nicholas and the serious artist. *In* Essays mostly on periodical publishing in America. Edited by James Woodress with the assistance of Townsend Ludington and Joseph Arpad. Durham, N.C., Duke University Press, 1973. p. 162–170. PS203.W6

A study of "the deliberately literary" magazine which became "an important factor in establishing the reading habits and literary values of thousands of Americans." The authors point to the philosophy of Mrs. Dodge behind contents "chosen with juvenile preferences and limitations in mind," through which children were "taught to abandon the intent of reading for moral or mental improvement." The piece looks at "realism" in the magazine's "serious" literature, especially at Mrs. Alice Rollins's *Little Effie's Realistic Novel* (1887), "a lightly veiled act of literary warfare" which was found "wanting in both realism and socialism" but felt nevertheless to reflect the author's "cultural alertness and her power to succeed in a minor view."

53

Schiller, Justin G. Magazines for young America: the first hundred years of juvenile periodicals. Columbia library columns, v. 23, May 1974: 24–39. illus. Z671.C63, v. 23

The antiquarian bookseller begins to survey the range of early children's magazines with a quotation attributed to a monograph on the 1880 census report: "A distinctive feature of American journalism, and one which has been carried further in this country than in any other, is the periodical adapted to juvenile reading." After identifying short-lived magazines from as early as 1789, and providing enlightening details for the famous ones of the nineteenth century, he concludes by remarking



Cover illustration from the Wide Awake Pleasure Book, *published in Boston by D. Lothrop & Co., copyright 1875.*

that through their pages "the gradual awareness and development of our children's literature can be readily observed."

54
Sinnette, Elinor D. 'THE BROWNIES' BOOK': A PIONEER PUBLICATION FOR CHILDREN. *In* Black titan: W. E. B. Du Bois, an anthology by the editors of Freedomways: John Henrik Clarke [and others] Boston, Beacon Press [1970] p. 164–175. E185.97.D73B55

The *Brownies' Book* (AP230.B7), a children's magazine produced monthly from January 1920 until December 1921, was edited by Dr. Du Bois with the expressed purpose: "To seek to teach universal love and brotherhood for all little folk, black and brown and yellow and white."

The essay, after calling attention to *St. Nicholas*, its stereotypes, and its caricatures, shows how nine years of an annual children's number of the *Crisis*, edited by Du Bois, led to publishing the *Brownies' Book*. Here in an illustrated thirty-two-page periodical modeled after the *Crisis* in format and arrangement and published at their own expense, Du Bois and two colleagues gathered "good literature," encouraged young writers to contribute to the children, and provided a current events page.

COLLECTIONS, CATALOGS, AND EXHIBITIONS

55

Baldwin, Ruth M., *comp.* 100 NINETEENTH-CENTURY RHYMING ALPHABETS IN ENGLISH. From the library of Ruth M. Baldwin. Carbondale, Southern Illinois University Press [1972] 296 p. illus. (part col.)

GR486.B34

Compiled by a library school professor from her private library of some thirty-five thousand English and American children's books published before 1900. The anthology contains chiefly items reproduced in their entirety, with thirty-two pages in color. There are "a few famous alphabets and a few famous authors, or, more frequently, artists, but most are completely anonymous and unknown." Among the notables are Kate Greenaway, Walter Crane, and Edward Lear. Famous alphabets comprise seven examples of "A Apple Pie," five of "A Was an Angler," and six of "A Was an Archer." The pictures are well reproduced on good paper.

There is no table of contents nor an index since "without authors or artists, as most of these are, an alphabetical arrangement or index is meaningless." Most of the items were published in the early part of the latter half of the nineteenth century. About half are undated: ". . . to establish the exact date of the books much less the edition or chronological sequency . . . properly would be almost impossible." The choices are therefore arranged by topics: children's games, nature, trades, goodness and scripture, travel and peoples, and miscellaneous alphabets.

56

THE BRANDYWINE HERITAGE: HOWARD PYLE, N. C. WYETH, ANDREW WYETH, JAMES WYETH. Chadds Ford, Pa., Brandywine River Museum; distributed by New York Graphic Society, Greenwich, Conn. [1971] 121 p. illus. (part col.)

ND236.B68

Catalog of an exhibition held at the Brandywine River Museum, Chadds Ford, Pa.

Pyle is represented by thirty-six reproductions, N. C. Wyeth by twenty-six. Included among these are works by Pyle from his young people's books and by Wyeth, his most famous pupil, from Stevenson and Cooper.

A foreword by Richard McLanathan introduces biographical facts and something about techniques and media used by these artists. In some points he compares Pyle and N. C. Wyeth. He sees Wyeth as having gusto and often a robust humor and both as having a preoccupation with the past and a suggestion of the sinister in their paintings.

57

Chicago. University. *Library*. Science in nineteenth-century children's books; an exhibition based on the Encyclopedia Britannica historical collection of books for children in the University of Chicago Library held during the celebration of the University 's seventy - fifth anniversary year, August through October, 1966, 1966 Harper Memorial Library. [Chicago, 1966] [19] p. Z7402.C45

Caption title.

An exhibition catalog for science books from the Britannica's gift to the University in 1945, "the principal historical collection [some seven thousand volumes] among a number of collections in the University Library devoted to children's literature." The introduction to the 100 fully annotated items notes that the "major emphasis of the collection is on American and English books printed during the nineteenth century."

The work surveys types of books included in the collection, recognizing their relationship to "contemporary scientific and technological advances, the attitudes toward these developments and the prevailing philosophies and methods of teaching science in the nineteenth century."

The list's divisions make striking revelations: "The Beginnings of Science Books for Children" (moralistic and didactic), "Science as a Source of Salvation and Moral Behavior," "Science as a Source of Knowledge About the World," "Science as a Source of Progress," and "Science as a Source of Conflict."

58

Fieler, Frank B., John A. Zamonski, *and* Kenneth W. Haas, Jr. The David McCandless McKell collections: a descriptive catalog of manuscripts, early printed books, and children's books. Boston, G. K. Hall, 1973. 243 p. Z1037.F49

Bibliography: p. 227–228.

A catalog of works belonging, as a gift collection, to the Ross County Historical Society (Chillicothe, Ohio). As the introduction points out, the "great majority of items, mainly children's books" came from the eighteenth and nineteenth centuries (arranged alphabetically), and some twenty-five children's books from earlier years (arranged chronologically).

The rarity of some items is obvious. Here are James Janeway's *A Token for Children* (London, 1672), Perrault's *Histoires ou Contes du temps passé* (1697, two first-edition Alcotts (but no *Little Women*), both the first edition (1852) and the Walter Crane illustrated edition (1893) of Hawthorne's *Wonder Book for Girls and Boys,* and Howard Pyle's picture book rendition of *Yankee Doodle* (1881).

Printed in the G. K. Hall manner: double-column page with five catalog cards reproduced in each column.

59

[HISTORY AND COLLECTIONS OF CHILDREN'S BOOKS] *In* Library Association. *Youth Libraries Group.* YLG news, v. 14, Feb. 1970: [2]–[19]. GR&B-CBS

An unusual issue of the *YLG News* which brings together articles on early children's books and on special collections important for such holdings. The content includes: "Old Children's Books," by Mrs. Mary Dodge, emphasizing Newbery's contribution, chapbooks, and Thomas Day; "Books in Victorian Elementary Schools," by Alec Ellis, who cites types of texts and individual titles from 1798 to the post–1870 period; "The Parker Collection of Early Children's Books in Birmingham Public Library," by W. E. Yates, describing the generous Parker gift of some two thousand early books; "The Spencer Collection of Early Children's Books and Chapbooks in the Harris Public Library, Preston," by Jane A. Downton and D. Good, noting the availability of a published catalog (*Guide, First Suppl.*, item 34); "The Book Collection of the Museum of Childhood, Edinburgh," in which Patrick Murray cites many individual numbers; and a concluding checklist, "Special Collections of Children's Books," compiled for the Youth Libraries Group by the National Committee on Regional Library Co-operation. This list is arranged by geographical locations: London, Southwest and South, Midlands, North and Northwest, and Scotland.

60

James, Louis. ASPECTS OF VICTORIAN JUVENILE LITERATURE. International library review, v. 2, Apr. 1970: 125–133. Z671.I64, v. 2

A description of the riches received by the Toronto Public Library in the bequest of some four thousand items of Victorian popular literature from the collection of Frank Pettingell. It is noted that some are not owned by the British Museum.

61

Justin G. Schiller, ltd. CHILDREN'S BOOKS FROM FOUR CENTURIES INCLUDING ORIGINAL DRAWINGS, MANUSCRIPTS, AND RELATED JUVENILIA. New York [1973] 1 v. (unpaged) illus. (*Its* Catalogue 29) Z1037.J87 1973

With a cover designed by Maurice Sendak, this dealer's catalog describing 1,692 offerings contains useful antiquarian information. It carries a preface calling attention to the challenging business of specializing in children's books and cautions the reader regarding use of a catalog.

"Some Special Subjects" lists items by number under such headings as alphabet books, annuals, cries, hieroglyphic and rebus books, periodicals, miniature books, and juveniles printed before 1821.

Reproductions of line drawings, pages, and full-page halftone plates.

62

McKee, Ruth V. McKEE'S PRICE GUIDE TO CHILDREN'S LITERATURE, 1970; INCLUDING PRICES ON RELATED REFERENCE BOOKS, BIOGRAPHIES, AND BIBLIOGRAPHIES. [Wayzata? Minn.] Waytonka Press [1970] 74 p.
Z1000.M3

A catalog of old children's books, omitting, as stated, "specialized books within the whole area," also games, paper dolls, and novelty books. It includes "not many obscure titles, textbooks, primers and chapbooks" and "very few periodicals."

Entries are given alphabetically by author or illustrator. In her preface the compiler notes that she has stressed illustrators because of their important role in collecting. A list of sixteen dealers is provided (from England, Scotland, and Canada, as well as the United States), from whose 1968 to 1970 catalogs the prices were derived. The condition of an item is stated when it is less than good.

63

National Book League, *London*. EXHIBITION OF BOOKS, ARRANGED BY THE NATIONAL BOOK LEAGUE AT THE VICTORIA & ALBERT MUSEUM. [Catalogue compiled by John Hadfield] London, Cambridge University Press, 1951. 224 p. (p. 193–224 advertisements) Z2029.N3
At head of title: The Festival of Britain.

Four sections of this general catalog are devoted to children's books: "A Ring of Rhymes," listing eight favorite rhymes of the nursery; "A Panoramic Peepshow," with eight toy books; "The Child as Author," citing the original manuscript and first edition of Daisy Ashford's *The Young Visiters*; and "The Children's Corner," a prefaced, annotated list of sixty-two representative and influential books written and illustrated for children in the past four centuries.

The selection is significant for having been made and described by an advisory panel composed of Walter de la Mare, Marghanita Laski, Kathleen Lines, Arnold Muirhead, Peter Opie, and Edgar Osborne. The range of items extends from a primer (c. 1538), a horn-book and battledores, and *A Token for Children* (1676, James Janeway), to *The Hobbit* (J. R. R. Tolkien), *Orlando, the Marmalade Cat* (Kathleen Hale), and *A Picture History of Britain* (Clarke Hutton). The selectors note that the choosing of books for their section of the exhibition "took longer than that of any other, and was fought over until the last moment with unceasing gallantry and tenacity."

64

——— *Library.* THE LINDER COLLECTION OF THE WORKS AND DRAWINGS OF BEATRIX POTTER. London, National Book League, and the Trustees of the Linder Collection, 1971. 65 p., illus., facsim., plates, port.
NC978.5.P6N3

Distributed in the United States and Canada by Richard Abel & Co., Portland, Ore.

A bibliography, with brief notes for some of the mounted drawings and paintings, as arranged shelf by shelf (1–31) and folder by folder "in approximately the same order as in *The Art of Beatrix Potter*" (see *Guide,* item 444). The books, too, are briefly described (shelves 37–47).

Sixteen plates embellish the volume, which includes a list of the Beatrix Potter books currently in print from the Frederick Warne & Co., Inc. This cites Warne's editions in eight foreign languages and miscellaneous items also available (painting books, pictures, wallpaper frieze, an operetta, four plays, and the posthumous *The Tale of the Faithful Dove*).

65

Nelson, Karen. THE DEVELOPMENT OF THE KERLAN COLLECTION SINCE 1948. [Minneapolis, Minnesota] University of Minnesota. Walter Library [1972] [13] p. GR&B–CBS

The librarian of this collection—consisting now of more than twenty-seven thousand items, of Newbery and Caldecott award books and other first editions, manuscripts and graphic art related to them, and correspondence—brings up to date information about the acquisition and servicing of this collection, which has continued to grow since Dr. Kerlan's death in 1963.

See also The Kerlan Collection, Research Center for Children's Books (University of Minnesota Libraries, Minneapolis, Minnesota, 1974. [30] p.): a profusely illustrated brochure celebrating the twenty-fifth anniversary of the collection. It contains Granville Smith's tribute, "Irvin Kerlan, M. D., (1912–1963), Founder of the Kerlan Collection"; Norine Orland's "The Kerlan Collection and Research in Children's Literature"; and a list of the many authors, artists, translators, editors, and others who have presented manuscripts and original illustrations.

66

Opie, Iona A. THREE CENTURIES OF NURSERY RHYMES AND POETRY FOR CHILDREN: [CATALOGUE OF] AN EXHIBITION HELD AT THE NATIONAL BOOK LEAGUE, MAY 1973; presented by Iona & Peter Opie. London, Oxford University Press [1973] 70 p. illus., facsims. Z1037.O73

A well-produced catalog with eleven small line cuts and eight pages of halftone plates, annotated and chronological (within each category, 1611–1939), for an exhibit of "books for the young, and very young." The catalog was planned as an adjunct to the compilers' *The Oxford Dictionary of Nursery Rhymes* (*Guide*, item 791) and *The Oxford Book of Children's Verse* (item 429), and, with its added details, will serve as a bibliography for those wishing to make further study.

An overall four-page introduction precedes the body of the list with short prefaces to each section: "First Sightings," "Classic Collections," "Popular and Period Collections," "Illustrious Illustrators" (thirty-some, with multiple entries), "Celebrated Characters" (thirty-one heroes and heroines from traditional and popular rhymes, with fifty-two editions for Cock Robin and Jenny Wren), "Two Alphabets," "Histories and Interpretations" (studies of nursery rhymes), "Transformations and Translations" (including parodies and hieroglyphical treatments), "Nursery Rhymes in Advertising," "Nursery Rhyme Novelties," and "Poetry for Children" (up to and including Milne and T. S. Eliot). Among the 829 entries is a small scattering of American imprints. The annotations carry valuable historical information and interesting, sometimes humorous, description.

67

Packer, Katherine H. EARLY AMERICAN SCHOOL BOOKS; A BIBLIOGRAPHY BASED ON THE BOSTON BOOKSELLERS' CATALOGUE OF 1804. Ann Arbor, University of Michigan, Dept. of Library Science, 1954. 47 p. facsims. (University of Michigan. Dept. of Library Science. Studies, 1)

Z5817.P3

A foreword by Rudolph H. Gjelsness notes the fact that the *Boston Booksellers' Catalogue of 1804* "purported to include 'all the books printed in the United States' then available for sale." Missing bibliographical data has been located. The listing here with full notes of ninety-nine numbered printed items is based on the schoolbook section of that catalog—from Alexander Adam's *The Elements of Latin Grammar* (1801) and Caleb Bingham's *Columbian Orator* (1803), to Noah Webster's *The American Spelling Book* (1802).

Author and title index; classified subject index; index to booksellers, printers, and publishers; five facsimile pages.

68

Princeton University. *Library. Dept. of Rare Books and Special Collections.* ROBERT LOUIS STEVENSON; A CATALOGUE OF THE HENRY E. GERSTLEY STEVENSON COLLECTION, THE STEVENSON SECTION OF THE MORRIS L. PARRISH COLLECTION OF VICTORIAN NOVELISTS, AND ITEMS FROM OTHER COLLECTIONS IN THE DEPT. OF RARE BOOKS AND SPECIAL COLLECTIONS OF THE PRINCETON UNIVERSITY LIBRARY. Princeton, N.J., Princeton University Library, 1971. 130 p. illus. Z8843.P95

Parts 1–4 of this well produced and substantial bibliography contain books and other separate publications by Stevenson (115 numbers for individual titles with letters added for the editions—up to 22N for *Treasure Island* and 20AA for *A Child's Garden of Verses*), selections from his writings, and contributions to books and periodicals. Parts 5–16 list various types of printed information about Stevenson: books; catalogs; periodical articles; theater programs; letters, manuscripts, and proofs by him and by other authors; and a list of portraits.

Book illustrations and facsimiles of a letter and manuscript pages are included. Indexed.

69

Quayle, Eric. THE COLLECTOR'S BOOK OF BOYS' STORIES. Photographs by Gabriel Monro. [London] Studio Vista [1973] 160 p. illus. (part col.), facsims., ports. PN1009.Z6Q3

Bibliography: p. 156.
Includes index.

Both English and American stories for boys are covered in this bibliophile's "labour of love." We are told that girls will be the subject of a later study.

Alluding to the sparsity of bibliographical and biographical information about popular though minor writers, Quayle as a collector deals here with "the Golden Age of the adventure story, bounded by the years 1880–1920," a period of high activity when a number of writers churned out as many as one or two hundred full-length books.

An introduction is addressed to those who would collect titles among the thousands of juvenile adventure stories "only now being fully appreciated" for the "indelible impact [they] made on several generations of impressionable youthful minds." A chapter on historical background precedes discussions of types of stories, among them "Redskins and Pioneers," "Mark Twain and the American West," "The Tide of Adventure" (Stevenson and Henty), "The Public School Saga," and "Science Fiction Stories."

Lavishly illustrated, with six pages in full color.

Bibliography of works on history and collecting, and catalogs of famous collections.

70

——— THE COLLECTOR'S BOOK OF CHILDREN'S BOOKS. Photographs by Gabriel Monro. New York, C. N. Potter; distributed by Crown Publishers [1971] 144 p. illus. (part col.) Z987.Q342

Bibliography: p. 138.

A survey of children's books for the collector, this work describes and illustrates (with 16 color plates and over 150 black and white) for the would-be present-day collector a variety of works from the late sixteenth century to the present.

Included are "The Author's Choice" ("100 best works to form the basis"); "Juvenile Incunabula"; "18th-Century Children's Books"; "Fairy, Folk Tales and Fantasia"; "Books of Instruction, Natural History and Travel"; "Poetry and Nursery Rhymes"; "Stories—before 1850"; "Stories—1850 and after"; "Boys' Adventure Stories"; "Periodicals, Annuals and Penny Dreadfuls"; and "Miscellanea, Toy Books and Moveable Books."

This author's *The Collector's Book of Books* (London, Studio Vista, 1971. 144 p. Z987.Q34 1971b) covers a broader field. It includes a chapter on binding and a glossary of technical terms.

71

Renier, Anne. THE RENIER COLLECTION OF CHILDREN'S BOOKS. The book collector, v. 23, spring 1974: 40–52. Z990.B6, v. 23

Mrs. Renier describes treasures found during fifteen years of collecting an assemblage of more than forty thousand books, toys, and games now in the holdings of the Victoria and Albert Museum. Briefly noted are some unique and previously unrecorded items, influences on authorship, and types of works ("many examples of the question and answer forms of instruction," war stories, and writings by "borrowers" of fairy tales).

72

Salway, Lance. SPECIAL COLLECTIONS OF CHILDREN'S LITERATURE: A GUIDE TO COLLECTIONS IN LIBRARIES AND ORGANISATIONS IN LONDON AND THE HOME COUNTIES. [Birmingham] Library Association Youth Libraries Group, 1972. 47 p. (Library Association Youth Libraries Group. Pamphlet no. 11) Z718.1.L56, no. 11

A guide to locations of historical, language, and subject collections of children's books arranged alphabetically by the name of the library or organization housing the collection and then by subject. Entries in the first part provide the address and telephone number of each library and organization, a brief description of the collection, information on whether it is cataloged and on loan arrangements, and the identification of a librarian or official from whom additional information may be obtained.

Collections of children's books in the British Museum, the Bodleian Library, and private collections are omitted, as are collections of current materials in libraries and colleges of education, unless exhaustive. Appended is a "Select Bibliography of Material Associated with the Collections."

73

Schiller, Justin G. SOTHEBY'S CHILDREN'S BOOK SALE—1973. Antiquarian bookman, v. 51, Apr. 2, 1973: 1170, 1174, 1176, 1178, 1180–1182. Z999.AO1A5, v. 51

An account by a New York City antiquarian bookdealer of the February 1973, Sotheby & Company auction of "the most extensive collection of juvenile literature ever to be offered at public sale." His remarks, indicating a strong upward movement of prices and of fads in collecting, precede a revealing list of highlights in the sale, with bibliographical details and prices.

See also Sotheby Parke Bernet's illustrated catalog, *Children's Books, Drawings, and Juvenilia* ([New York] 1973. [44] p. Books 1972/1973, no. 15. GR&B-CBS) which describes 29 Alger items, numerous chapbooks, and first-edition "Mark Twains" among its 212 numbered items.

74

Smith, Robert D. H. CRUSOE 250, BEING A CATALOGUE IN CELEBRATION OF THE 250TH ANNIVERSARY OF ROBINSON CRUSOE. [Compiled by R. D. Hilton Smith] Victoria, B.C., Adelphi Book Shop, 1970. 119 p. illus., facsims., port. Z8221.S54

Limited edition of 500 copies. The catalog of a collection, "the fruit of some seven years' collecting" which spans the lifetime of "one of the best loved, the most influential, the most often published, the most translated and imitated, and the most maltreated classics of the Western World." The 677 numbered items arranged in nine sections begin with *The Original of Defoe's Robinson Crusoe* (c1717–18, listed at $1,750).

Following citations of 222 English language editions come foreign language editions, abridged and retold versions, a "representative sampling" of anthologies from British and American books of the last fifty years, and Robinsonades. Part 9 contains a list "About Defoe & Robinson Crusoe," of forty-four "Biographical, Bibliographical, Critical" works. There are also occasional notes and prefaces to sections and ten full-page reproductions.

75

Victoria and Albert Museum, South Kensington. BEATRIX POTTER: A CHRISTMAS EXHIBITION . . . , 14 DECEMBER 1972 TO 28 JANUARY 1973; Bethnal Green Museum, Cambridge Heath Road. London, E2, 14 February to 25 March 1973. [London, 1972] 15 p. illus.
PR6031.072Z9 1972

Bibliography: p. [16]

A bio-critical piece on Beatrix Potter precedes notes for the exhibition, which includes material, in nine sections, lent by her publisher Leslie Linder and by others associated with her. Books are also on loan from the Renier Collection and the National Book League, with sketches from the Tate Gallery and a film sequence.

A Hand-list of Captions to the Exhibits (published by the Museum, 1973) on nine mimeographed pages separately indicates each numbered item in the nine areas of the show as well as the source of each loan.

76

——— *Library*. VICTORIAN CHILDREN'S BOOKS, SELECTED FROM THE LIBRARY OF THE VICTORIA AND ALBERT MUSEUM, LONDON; [catalogue of] an exhibition at the Bibliothèque Royale, Brussels, 29 September–13 November 1973, arranged for Europalia 73 Great Britain by the

National Book League in co-operation with the British Council. [London, National Book League, 1973] 107 p. illus.

Z1038.L65V53 1973

Bibliography: p. 19.

Part of a larger exhibition of children's books which includes "the best of British children's books currently in print," these volumes were selected and the catalog compiled by Joyce Irene Whalley of the Victoria and Albert Museum Library. The aim was "to show something of the great variety of books available for children's reading throughout Queen Victoria's long reign." Preceding the 210-item listing (for which the notes are exhibit labels, lacking bibliographical descriptions) is Miss Whalley's brief history of the museum's collection of children's books. She points to the great increase in 1970 through the gift of the 45,000-volume Anne and Fernand Renier Collection, the further addition in April 1973 of a bequest from Leslie Linder, and the continuing purchase of modern English and foreign works. A brief introduction prefaces each of the sixteen sections, which include illustrators, periodicals, covers, and original illustrations.

List of illustrations; index to authors and illustrators; index to titles.

77

Wandsworth, Eng. *Public Libraries.* THE WANDSWORTH COLLECTION OF EARLY CHILDREN'S BOOKS. [London] Wandsworth Public Libraries, 1972. 263 p. Z1037.W27

The catalog, prepared by Mrs. Doris Aubrey, of a collection housed in the Battersea District Library. Begun in 1959 with the acquisition of a small private collection, it has subsequently grown to contain some twenty-five hundred items dated from 1673 to 1920.

In one alphabet, by author, illustrator, or title, with a long series of entries under chapbooks and with cross references from illustrators Caldecott, Crane, and Greenaway.

78

Welch, d'Alté A. A BIBLIOGRAPHY OF AMERICAN CHILDREN'S BOOKS PRINTED PRIOR TO 1821. [Barre? Mass.] American Antiquarian Society and Barre Publishers, 1972. lxvi, 516 p. Z1232.W44 1972b

Foreword by Marcus A. McCorison.

A posthumous production in one volume of the Cleveland bibliophile's monumental landmark achievement which appeared earlier in six parts of the *Proceedings* of the American Antiquarian Society (see *Guide,* item 104 and *Guide, First Suppl.,* item 46).

The new summary includes 1,478 main entries instead of the earlier 1,298, with numbers of subentries for subsequent editions of a title remaining large (Aesop's *Fables* has as many as thirteen for an edition). A chief difference lies in the quantity of citations for English holdings and original English editions, there being omissions now for the former and both the omission and retention of notations for English editions prior to the American. A more orderly citation of location symbols includes numbered references to the Evans and the Shaw bibliographies of American imprints.

Retained from the earlier bibliography is Welch's valuable twenty-four-page "A Chronological History of American Children's Books" which comments on landmarks and concludes with a section on "Collections." The latter states that the American Antiquarian Society is "the only library in class 1. It has by far the largest and most interesting collection of children's books seen. . . . The Library of Congress is the next largest collection being the only one in class 2. There are approximately 100 unique books." Also reprinted is Welch's eight-page bibliography of histories and catalogs consulted, and his discussion of methods and entry form, together with the list of location symbols.

See also item 19 for an anthology drawn from the Library of Congress collection of rare children's books; item 154 for Carl J. Weber's *A Bibliography of Jacob Abbott;* item 256 for Brian Alderson's *Looking at Picture Books, 1973;* item 268 for *The Francis Williams Bequest;* item 270 for Joyce Irene Whalley's *Cobwebs To Catch Flies;* item 271 for *Edward Ardizzone, A Retrospective Exhibition;* and items 355 and 356 for Library of Congress exhibition catalogs.

PUBLISHING AND PROMOTION

79

Abbott, Jacob. THE HARPER ESTABLISHMENT; OR, HOW THE STORY BOOKS ARE MADE. [With an epistle dedicatory by Jacob Blanck. Hamden, Conn.] Shoe String Press [1956] 160 p. illus., facsim. (*His* Harper's story books; a series of narratives, dialogues, biographies, and tales, for the instruction and entertainment of the young) Z473.H29A2 1956

A reproduction of Jacob Blanck's copy of the original edition, published in 1855 (New York, Harper & Bros.). In addition to its being the work of Jacob Abbott concerning his publisher, the interest of this carefully written and fully illustrated text for the student of children's literature rests on such information as the precise explications of wood, copper, and steel engravings, and other printing devices which determined the appearance of many nineteenth-century children's books.

80

Baker, Augusta A. GUIDELINES FOR BLACK BOOKS: AN OPEN LETTER TO JUVENILE EDITORS. Publishers weekly, v. 196, July 14, 1969: 131–133. port. Z1219.P98, v. 196

Choosing black books for the model collection in the Countee Cullen Regional Branch, the coordinator of Children's Services, New York Public Library, and compiler of *The Black Experience in Children's Books* (*see* item 331), lays down in clear, forceful terms criteria she and other children's librarians on her staff recognize as guidelines for the writing and illustration of such children's books.

81

Donovan, John. FOCUS 1: EDITORS WRITE ABOUT AUTHORS. Elementary English, v. 51, Sept. 1974: 767–805. LB1576.A1E6, v. 51

As guest editor, the executive director of the Children's Book Council points out: "Children's book editors have a special function in the creation of children's literature. First, they identify authors and illustrators who, in their view, have something to say and say it to good effect. Once published, authors and illustrators are to be nourished." The six following articles give insight into the creative relationship between authors and editors and reveal how variety "so distinguishes children's books and the people who make them": Ann Durell on Frank Bonham, Mary K. Harmon on Bernard Waber, Richard Jackson on Judy Blume, Jean Karl on Zilpha Keatley Snyder, John Keller on Ellen Conford, and Margaret K. McElderry on Penelope Farmer.

82

Durell, Ann. PRODUCTION AND DISTRIBUTION OF POCKET BOOKS AND PAPERBACKS FOR YOUNG PEOPLE. Bookbird, v. 10, no. 3, 1972: 5–9. PN1009.A1B6, v. 10

A paper delivered in May 1972 at an IBBY (International Board on Books for Young People) congress in Nice. Miss Durell (editor-in-chief of children's books at the E. P. Dutton Company) notes that the sudden new significance in America of paperback editions of previously published works (and a certain number of originals) parallels Great Britain's explosion of paperbacks four years earlier when "40 different publishers had entered that field." She surveys briefly the history of the pioneering paperback book clubs, begun in 1946 in the United States, and points to a library survey made in 1965 with a report published in 1968 by the American Library Association. Detailing successful experiments of some public libraries using juvenile paperbacks, she notes that this report together with other efforts led to acceptance of the paperbacks in schools and public libraries.

83

Fraser, James. BLACK PUBLISHING FOR BLACK CHILDREN; THE EXPERIENCE OF THE SIXTIES AND THE SEVENTIES. School library journal, v. 20, Nov. 1973: 19–24. Z671.L7, v. 20

An historically based bibliographical essay by a university librarian deeply concerned with the backgrounds of children's literature, who cites 1896 as the time when black publishing "began to address itself seriously to the matter of publishing for black children." The writer continues with references to the two principal sectors—religious and secular—and describes the work of producers of both curriculum-oriented materials and trade books, including "partisan" titles and sectarian works.

Lists of reference; directory of black publishers.

84

Giblin, James C. VIOLENCE: FACTORS CONSIDERED BY A CHILDREN'S BOOK EDITOR. Elementary English, v. 49, Jan. 1972: 64–67.

LB1576.A1E6, v. 49

An American editor of children's books, in a talk directed to teachers, considers various definitions or types of violence in relation to children and children's books. In regard to external and internal violence he recommends considering in publishing: appropriateness (insights and form), realism (not surface but emotional), honesty (dealing with both sides of a conflict), depth (perception of themes, nuances, patterns, and connections within materials), feeling (emotion), and thoughtfulness (seeing the subject within a broad context).

85

Graham, Eleanor. THE PUFFIN YEARS. Signal, no. 12, Sept. 1973: 115–122.

PN1009.A1S39, no. 12

The winner of the 1972 Eleanor Farjeon Award for distinguished services to children's books tells about her bookselling days and succeeding years as first editor of the famous children's Penguins, called Puffins. Discussing the selection process as it affected the list, the making of original anthologies, and the question of illustrations, Miss Graham sums up the satisfaction that twenty pioneering years with children's paperback publishing in England brought to her.

See also in *Signal* (no. 9, Sept. 1972: 91–96) Margaret Clark's biographical tribute to Miss Graham for her early reviewing as well as the bookshop years and the publishing. Miss Graham's more detailed account of bookselling highlights is also given (p. 97–108).

86

Karl, Jean. FROM CHILDHOOD TO CHILDHOOD; CHILDREN'S BOOKS AND THEIR CREATORS. New York, J. Day Co. [1970] 175 p. PN1009.A1K35

A broad consideration of the creation, publishing, criticism, and reading of children's books by a children's book editor whose foreword speaks of her need to "attempt to make a pattern of what I have learned and what I think about children's books." Thus it expresses answers to the why, what, how, and who of children's book production; includes a long chapter of historical survey, "Children's Books From Yesterday to Tomorrow"; and adds a bibliography, "Some Helps for Further Reading" (p. 171–175).

Barbara Ker Wilson, an Australian children's book editor, says in *Children's Libraries Newsletter* (v. 7, May 1971: 53–54): "It is, I feel, a book for readers who are themselves engaged in the children's book world; its essentially serious approach would, perhaps, tend to overawe the student seeking an introduction to that world. It is, however, filled with observations which could well be presented to students as the bases for further discussion. . . . A thoughtful and thought-provoking book."

87

Kujoth, Jean S. BEST-SELLING CHILDREN'S BOOKS. Metuchen, N.J., Scarecrow Press, 1973. 305 p. Z1037.K83

A survey designed to answer the question: "What children's books have been bought for, and read by, the most children, and can therefore roughly be assumed to have influenced the most people during the impressionable years of childhood." The compiler notes that this does not imply best books.

The 928 trade books reported by the sixty-eight publishers answering a questionnaire, plus 30 more "listed in Alice Payne Hackett's *Seventy Years of Best Sellers,*" makes a total of 958 books cited here. Successively they are listed by author (with descriptions), title, illustrator, year of publication (c1490 [Robin Hood] to 1971), number sold (up to 2,000,000+), type, subject, and three age levels.

The summaries reveal that books for the preschool to age three (picture book) group have had particularly heavy success, and here anthropomorphic animals lead, followed by early childhood and religion as subjects. For the four through seven age group, boys growing up and girls growing up are rated high, along with books for remedial reading, science, and biographies. Books for the eight through twelve age group have lesser popularity, with science fiction, biography, boys growing up, sports, and science high on the list.

The increase in the number of best-selling books is indicated "to be due in part to the population increase, the paperback revolution, book clubs, the increase in and specialization of knowledge, and eclecticism in education."

88

McElderry, Margaret K. THE BEST OF TIMES, THE WORST OF TIMES: CHILDREN'S BOOK PUBLISHING, 1924–1974. Horn book magazine, v. 50, Oct. 1974: 85–94. Z1037.A1A15, v. 50

Recollections and insights from a well-known editor whose children's book work began at the New York Public Library in the Depression. She points to early editors, important for developing basic precepts and principles, the encouraging librarians with whom strong friendships were formed, creative authors and artists of the thirties and forties, the effects of World War II, the following period of expansion and the resumption of international trends in publishing relations, new directions in the fifties, the "incredible" sixties, and the seventies with their new challenges. "The new generation of children's book editors, authors, and illustrators will require the same—or greater—resilience, tough-mindedness, and strong-fibered beliefs that have carried the publishing of children's books through these fifty years of varied challenge."

See also Barbara A. Bannon's "Margaret McElderry" (*Publishers' Weekly*, v. 203, Feb. 26, 1973: 64–65).

89

MacRae, Julia. A TIMELY RESPONSE. Horn book magazine, v. 46, Apr. 1970: 189–194. Z1037.A1A15, v. 46

A talk given by this English editor of children's books to children's librarians. Referring to the American editor Louise Seaman Bechtel's philosophy about books and children, and about bringing the two together (see *Books in Search of Children, Guide, First Suppl.*, item 63), as one that has not changed with the years, she examines the "searching" questions asked by Mrs. Bechtel of her fellow editors fifty years ago. Thus there are aired, with fresh interpretation, the challenges and criteria of a publishing philosophy which are as valid today as yesterday.

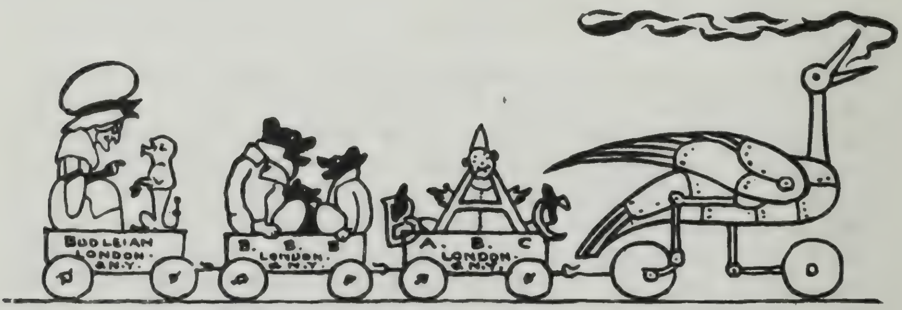
90

Ross, Eulalie S. THE SPIRITED LIFE: BERTHA MAHONY MILLER AND CHILDREN'S BOOKS. Selected bibliography, compiled by Virginia Haviland. Boston, Horn Book, 1973. 274 p. illus. Z1004.M64R65

Bibliography: p. 251–257.

The introduction describes this book "as the chronicle of an inspired bookseller. . . . It can be read as the record of a pioneer in the children's book world whose magazine [the *Horn Book*] was a major force in creating a body of distinguished books for American boys and girls . . . [and] as an introduction to Mrs. Miller's writings, which are as pertinent today as when they were written. . . . Much of Mrs. Miller's writing has been included in this book. . . ."

The joy and meaning of books are paramount in the account of Mrs. Miller's New England childhood. A persuasive statement is made for the place of books and storytelling in the home; their influence is clear



From Mother Hubbard: Her Picture Book *(London: John Lane, n.d.). Illustrated by Walter Crane.*

on the future bookwoman and *Horn Book* editor. Succeeding chapters pay tribute to the success of Mrs. Miller's ventures with The Bookshop for Boys and Girls, its multifold creative enterprises in the promotion of books, the *Horn Book Magazine,* and the Horn Book Incorporated publications—notably Paul Hazard's *Books, Children and Men* and the comprehensive volumes about illustrators of children's books.

See also Frank Eyre's *British Children's Books in the Twentieth Century* (item 103) and Lawrence Thompson's *The Printing and Publishing Activities of the American Tract Society from 1825 to 1850* (item 43).

CRITICISM

91

American Library Association. *Reference and Subscription Books Review Committee.* CHILDREN'S ENCYCLOPEDIAS AND SETS. The booklist, v. 66, June 15, 1970: 1223–1232. Z1035.A49, v. 66

The third in a series of consumer articles prepared by the committee with "the advice and counsel of consultants from the Children's Services Division and the American Association of School Librarians."

Following a preliminary discussion of the purpose and use of children's encyclopedias and sets in the home, definition of types of sets, sales practices, guidelines for judging or evaluating an encyclopedia or set, sources for reviews and advice, there are analyses and recommendations by the committee of major titles and brief comments on additional ones.

92

Anderson, William D., *and* Patrick J. Groff. A NEW LOOK AT CHILDREN'S LITERATURE. Bibliography compiled by Ruth Robinson. Belmont, Calif., Wadsworth Pub. Co. [1972] 362 p. illus. PN1009.A1A47

An attractively produced theoretical study written by two lecturers in children's literature at California colleges of education. They state: "What we intend is to inculcate in an adult, who is going to work with children, a really effective critical method of understanding how good literature works."

With textual examples, the book develops concerns with children's literature in four aspects: part 1, "Children's Literature: Basic Concepts" (fundamental elements in the criticism of literature); part 2, "Types and Uses of Children's Literature" (an analysis [p. 41–215] of forms or kinds of books—folklore, fantasy, other fiction, poetry, picture books, picture-storybooks, biographies, and informational books); part 3, "Teaching Literature to Children" (means of implementing the study of literature in the classroom); and part 4, "Books for Children" (a selective, fully annotated bibliography of 500 children's books, plus an identification of the three most important book awards, and a list of periodicals that review children's books).

Critical evaluation of the book varies, from "Anderson and Groff are to be praised for avoiding the usual pitfall of trying to cover everything and everybody. Their approach makes valuable comparisons with adult literature and the arts. . . ." (*Choice*, v. 9, Sept. 1972: 806) to, "Each critical annotation is thorough. . . . [but] I find very little that is new." (*Library Journal*, v. 98, Feb. 15, 1973: 626).

93

Blount, Margaret J. ANIMAL LAND; THE CREATURES OF CHILDREN'S FICTION. London, Hutchinson [1974] 336 p. illus. PN1009.Z6B55

Bibliography: p. [325]–326.
Includes index.

With textual examples from well-known books, pictorial reproductions from a wide range of animal fantasies, and a bibliography of works about the creators of such books, this engrossing analysis relates to early and modern classics.

The author considers three kinds of writers who present humanized animals: those for whom animals are a first love; those who "dislike or [are] critical of the human race and find animals a more innocent, congenial alternative"; and, the third and largest category, those concerned with teaching something. Recognizing that the great animal stories give pleasure on a number of levels, she deals with chosen books in three divisions: the animal fable (folklore, moral tales, and satires), the animal fantasy (mythical beasts, dressed-up animals, and lilliputian life), and animal Edens (fantasy worlds without people, with people, or with animals as equals). A postscript notes that today animals are not only equal, but better than humans, who are the new villains in our industrial world and ill-equipped for this planet. The animals create "societies of their own in opposition to the human ones." Thus the author sees the rabbits in *Watership Down* as "serious, adult heroes in their own animal right."

American edition—William Morrow, 1975.

94

Bonn, George S., *Issue ed.* SCIENCE MATERIALS FOR CHILDREN AND YOUNG PEOPLE. Library trends, v. 22, Apr. 1974: 415–529. Z671.L6173, v. 22

Thirteen articles written by authors, selectors, and critics of science books for the young. Among them are Glenn O. Blough's "The Author and the Science Book," Frances Doughty's "Responsibilities of Reviewers," Zena Sutherland's "Science as Literature," and Robert E. Muller's "Science Media for the Elementary School Library."

95

Burch, Robert. THE NEW REALISM. Horn book magazine, v. 47, June 1971: 257–264. illus. Z1037.A1A15, v. 47

The author of *Queenie Peavie* and other realistic stories defends the trend toward stronger realism in children's books as being healthy and honest, not cheating, distorting, or misleading. Examples cited.

96
Cameron, Eleanor. HIGH FANTASY: A WIZARD OF EARTHSEA. Horn book magazine, v. 47, Apr. 1971: 129–138. Z1037.A1A15, v. 47

A paper given at a conference of the New England Round Table of Children's Librarians on the occasion of Ursula A. Le Guin's winning of the 1969 Globe-Horn Book Award for her fantasy *A Wizard of Earthsea.* The article is significant as an analysis of high fantasy "in which authors have somehow managed to distill their deepest selves, both as human beings and as artists." The critic states that in addition to the requirements for any other outstanding piece of fiction, a work of high fantasy must also possess "the knowledge of anthropology that is everywhere apparent in *A Wizard of Earthsea,* making itself felt not as a science but aesthetically as a mood of the writer." Mrs. Le Guin defines this quality as "a curiosity about people different from one's own kind; interest in artifacts; interest in languages; delight in the idiosyncracies of various cultures; a sense that time is long yet that human history is very short—and therefore a sense of kinship across seas and centuries; a love of strangeness; a love of exactness."

In the matter of creating the little names, Mrs. Le Guin, whose names combine the known and strange, is considered a "wizard" worth relating to Tolkien (whose names are not strange) and de la Mare (whose names in *The Three Royal Monkeys* are all strange). Mrs. Cameron also pays tribute to the rightness of new names for people. The names and details of the islands in the Archipelago setting are seen to satisfy Henry James's demand (in *The Art of the Novel*) for "solidity of specification."

Finally, Mrs. Cameron notes that Mrs. Le Guin has "created a world, a country of the mind, its people and ways and languages and character. . . . in such a way that . . . she takes us beyond magic to an understanding of truths which illuminate our difficulties in the world of reality."

97
——— MCLUHAN, YOUTH, AND LITERATURE. Horn book magazine, v. 48, Oct.-Dec., 1972: 433–440, 572–579; and v. 49, Feb. 1973: 79–85.
A1037.A1A15, v. 48, 49

A three-part article, drawn from two speeches, laments with acuity the basic problems in a "desperate battle with nonreaders in all levels of schooling," the ignorance of many teachers regarding good children's books, and the "emphasis upon electronic media rather than upon content." Mrs. Cameron deplores Roald Dahl's *Charlie and the Chocolate Factory* which she links to McLuhan's "speciousness," and, with ample critical analysis, contrastingly pleads for the reading of *Charlotte's Web* and other "real books." By the appearance of the third part of the article, a lively controversy was under way: Roald Dahl was ready with his reply (v. 49, Feb. 1973: 77–78), letters pro and con came to the magazine (*ibid.*, p. 3 and 99), and Mrs. Cameron made her rejoinder to Mr. Dahl (Apr. 1973: 127–129).

98

Crouch, Marcus. THE NESBIT TRADITION; THE CHILDREN'S NOVEL IN ENGLAND, 1945–1970. Totowa, N.J., Rowman and Littlefield [1972] 239 p. illus. PN1009.A1C698 1972

Bibliography: p. 230–231.
First published in London.

The deputy county librarian of Kent, a regular reviewer of children's books, discusses in a highly readable fashion children's book authors whose works he has most admired and enjoyed, thereby expanding but not updating his earlier *Treasure Seekers and Borrowers: Children's Books in Britain, 1900–1960* (see *Guide*, item 144), a volume reprinted with amendments in 1970. He examines fiction in many categories. In addition to British writers treated in detail, some half dozen Americans are similarly discussed (notables not mentioned are the Americans Scott O'Dell and Paula Fox and the Australian Ivan Southall). Care has been taken to indicate "the qualities which make the true novel." "Children's Books for Adults" are appended.

99

Donovan, John. ASPECTS OF CHILDREN'S INFORMATIONAL BOOKS. Wilson library bulletin, v. 49, Oct. 1974: 144–177. Z1217.W75, v. 49

Pointing out that nonfiction is a special strength in American children's books, the guest editor prefaces articles on three broad categories of informational books—biographies, science, and social sciences—and three papers on evaluating informational books. Olivia Coolidge's "My Struggle with Facts" explores a biographer's problems of distinguishing facts from judgments. In "To Each Generation Its Own Rabbits," Dennis Flanagan, editor of *Scientific America*, views *Watership Down* as "more interesting for what it represents, than what it says. . . . a significant expression of the state of relations between the literary culture and the scientific one." A social studies educator, John Jarolimek, in "New Challenges in Social Studies Education" identifies trends and goals and suggests roles that children's books can play in strengthening social studies instruction. Zèna Sutherland, library school teacher and book review editor, in "Information Pleases—Sometimes" suggests guidelines and criteria for examining informational books. In "Barely Afloat; Please Pass the Plankton," Leone Hemenway, school librarian, discusses the oceanography books in her school library and provides a seven-page annotated bibliography on the subject. The third critical piece, Robin Gottlieb's "On Nonfiction Books for Children; Tradition and Dissent," comments on the contrasting ways of treating a topic in three standard children's literature textbooks and a few major articles.

100

Eakin, Mary K. THE CHANGING WORLD OF SCIENCE AND THE SOCIAL SCIENCES. Bookbird, v. 8, no. 2, 1970: 10–16. PN1009.A1B6, v. 8

A paper presented by an American professor of children's literature at the twelfth congress of the International Board on Books for Young People, held in Bologna, Italy, April 1970.

The lecturer notes that "we have tended to accept . . . changes brought about by science and their application in technology, but have been hesitant to accept, sometimes to even discuss, changes brought about by discoveries in the social sciences." We have, she states, tended to give children books of scientific and social facts but not the facts about the effects of modern technology. She poses challenges to be met in the publishing of books on history, government, science, and technology and concludes: "When children's books of science are written with an awareness of the responsibility of science for its contribution not only to technological progress but also for the social problems that technology creates; . . . when books of social studies are written with an awareness of mankind's responsibility for insuring the wisest use of science's discoveries, then we can truly say that children's books are meeting the challenge of a changing world."

101

Egoff, Sheila A. CHILDREN'S BOOKS: A CANADIAN'S VIEW OF THE CURRENT AMERICAN SCENE. Horn book magazine, v. 46, Apr. 1970: 142–150.
Z1037.A1A15, v. 46

Dealing with one aspect (realistic fiction) of the current scene south of her border, a Canadian library school professor of children's literature looks at children's books "as indicators of the society that produced them. . . . and as a potent influence on the generation that reads them." Every generation, she notes, has "used children's books to inculcate adult values and to train children in the mores espoused by adults."

Examining the books, she sees adults presented chiefly as ineffectual (rather than the "firm, loving parental authority" in most British books) and American children being hurried into adulthood, solving their own problems—an unhappy, alienated generation, often taking revenge on society. Writers "eschew the developed plot," providing "plotless character studies [in which] the problem is all."

102

Engdahl, Sylvia L. THE CHANGING ROLE OF SCIENCE FICTION IN CHILDREN'S LITERATURE. Horn book magazine, v. 47, Oct. 1971: 449–455.
Z1037.A1A15, v. 47

An author of science fiction (*Enchantress from the Stars* and other works) considers the line, difficult to draw, between science fiction and fantasy. Her view is that the former expresses, through the portrayal of a world other than our real world, not only "underlying truths about life as we now know it to be" but also "ideas about things that are not yet known . . . without recourse to supernatural explanations." Science fiction differs from fantasy not in its subject matter but in its aim, "to suggest real hypotheses about mankind's future or about the nature of the universe," to satisfy a need for "touchstones in a rapidly changing world" (the author having a responsibility to convey an outlook he wants to foster), and to "offer a wider perspective on reality."

See also in *Only Connect* (*Guide, First Suppl.*, item 68) Sheila Egoff's "Science Fiction."

103

Eyre, Frank. BRITISH CHILDREN'S BOOKS IN THE TWENTIETH CENTURY. [Rev. and enl. ed.] New York, Dutton [1973, c1971] 207 p. illus.

PN1009.A1E88 1973

Published in 1952 under title: *20th century children's books.*

Bibliography: p. 187–195.

An enlarged updating of *20th Century Children's Books,* published in 1952 for the British Council (see *Guide,* item 145) and covering children's literature in Britain from 1900 to 1950. The object two decades later was to examine main trends in the development of British children's books, including Australian, Canadian, and other Commonwealth productions, during the first seventy years of this century and to call attention to outstanding authors, illustrators, and books (original imaginative works, not the purely informational or purposeful ones). The final chapter, "Novels for Young Readers," has been completely rewritten.

The author, a former publisher of books for children both in England and Australia, and an active participant in the compiling of booklists by the Children's Book Council of Victoria, discusses developments which have caused great strides in the publishing and critical acceptance of "the better book for children" and the relation of the reading of children's fiction to the new criticism.

The *Australian Book Review* (v. 11, Sept. 1972: 23) notes: "He nearly always gets quickly to the root of the matter, clearly, concisely, and commonsensically; and he succeeds in relating the publishing of children's books, its technicalities and its problems, to the literary side of his subjects. . . . One wishes Mr. Eyre did not have to survey the whole field in such a relatively short space."

104

FANTASY, SCIENCE FICTION, SCIENCE MATERIALS. Papers presented at the course offered by the School of Librarianship through the Division of Postgraduate Extension Studies, University of New South Wales, 16th–19th May, 1972. Edited by Margaret Trask. Kensington [University of New South Wales, School of Librarianship] 1972. 204 p.

PN3448.S45 F3

Includes bibliographical references.

Second in the now annual series of lectures on "children's reading materials" given within the children's literature course of study (the first, in 1971, was *Australian Children's Books*). The ten papers reproduced here include: "The Educational Functions of Science Fiction" by W. T. Williams; "An Introduction to Science Fiction" by W. Boyd Rayward; "Terra Incognita, Cognita" by Hugh Crago; "On Finding a Voice—The Writer" by Noel Wilson; "On Communicating—The Illustrator" by Ray Smith; "Science Fiction for Children" by Lilith Norman; "Fantasy and the Young Child—A Personal View" by Margaret Trask; "Science Materials for Children 14+" by David Cohen; "Science Fiction for Young Adults" by Lilith Norman; and "Twentieth Century British Fantasy Writers" by Frank Eyre.

105

Fisher, Margery T. MATTERS OF FACT; ASPECTS OF NON-FICTION FOR CHILDREN. New York, Crowell [1972] 488 p. illus. Z1037.F54
Published in England by Brockhampton (1972).

A substantial, wise, and readable contribution to the criticism of children's literature by the editor of the review periodical *Growing Point* (see *Guide,* item 138) and author of the parallel study of fiction, *Intent Upon Reading* (see *Guide,* item 146). The critic has selected in science, biography, and social studies, areas of nonfiction universally important for children. Discussed under such topics as bread, honeybees, atoms, cowboys, ard Bach, are examples drawn widely from American and translated books as well as from British ones ("Cowboys" has titles notably American, as "London" has British titles).

The thorough consideration of individual titles, expressed with enthusiasm and including comparisons, quotations, and reproductions of illustrations, examines strengths and weaknesses in terms of accuracy, relevance to children's interests and capacities, style, and attractiveness of presentation. Chapter reading lists include cited titles, the approved, the disapproved, and further related titles. For some topics "Relevant novels and stories" are also listed.

106

——— RIGHTS AND WRONGS. Top of the news, v. 26, June 1970: 374–391. ports. Z718.1.A1T6, v. 26

The English critic, selected by an American Library Association committee of children's librarians to be the first May Hill Arbuthnot Honor Lecturer, opens her paper by paying tribute to Mrs. Arbuthnot for her "cultivated, close relationships with the books she talked about."

Surveying the past decade, Mrs. Fisher exposes right and wrong trends in the writing of children's books. Among the problems she sees are a new moral-ridden literature (fiction with sociologically popular themes), and a demand for young adult literature written to certain specifications of length and style—"books which promise to be realistic, whatever we mean by this, but hardly fulfil their promise." Thus, she sees the author "holding back, simplifying the issue and avoiding a truly searching analysis of the effect of evil associations on character. . . . Young people have the right to demand from writers on their behalf a passionate honesty, a real commitment to their themes and their characters."

Analyzed throughout in sharp, convincing terms are the merits and the shortcomings of many contemporary books, symbolic stories and fantasies, as well as the more realistic works.

107

Grant, A. R. A LONG WAY FROM VERONA: CHILDREN'S LITERATURE IN THE SEVENTIES. New Zealand libraries, v. 36, special conference issue, 1973: 210–225. Z671.N45, v. 36

A substantial, highly literate discussion of contemporary realistic fiction and fantasy with American, Australian (Southall), and English examples and reports of the readership of these in a Wellington school.

"All these writers . . . have been concerned in their own ways with one of the major preoccupations of our time: the search of identity . . . it is in the treatment of it that difficulties lie. . . . Children . . . are still not interested to any great depth and are easily bored by too much introspection."

Bibliography of background reading.

108

Groff, Patrick. BIOGRAPHY: THE BAD OR THE BOUNTIFUL. Top of the news, v. 29, Apr. 1973: 210–217. Z718.1.A1T6, v. 29

A professor of education calls attention to fallacies in the belief that children in elementary school can "identify" with adult subjects of biographies to gain "models of greatness to emulate" and "succor from 'disappointment or some temporary failure.' " He documents the fact that a relatively meager number of good biographies exist, and that "children [below adolescence] cannot read biography, good or bad, in the ways that would be necessary if they were to 'identify' with the adult figures of these books," since "children in such reading cannot take the roles of adults." Further, he notes the proscriptions on biographical writing for children which keep writers of such books from presenting scrupulously faithful accounts (as in treatment of "great" men of history, such as Daniel Boone, in their dealings with the Indian) and, the cut-and-paste job often done to produce a simple account from a full length adult biography.

His challenge, in conclusion, is to seek as goals a "diminution in the demand on publishers for biographies . . . and a reformation in the manner in which such books are written."

109

Haviland, Virginia. CURRENT TRENDS IN CHILDREN'S LITERATURE. International library review, v. 5, July 1973: 261–267. Z671.I64, v. 5

For presentation at the 1972 IFLA program of the Sub-Section on

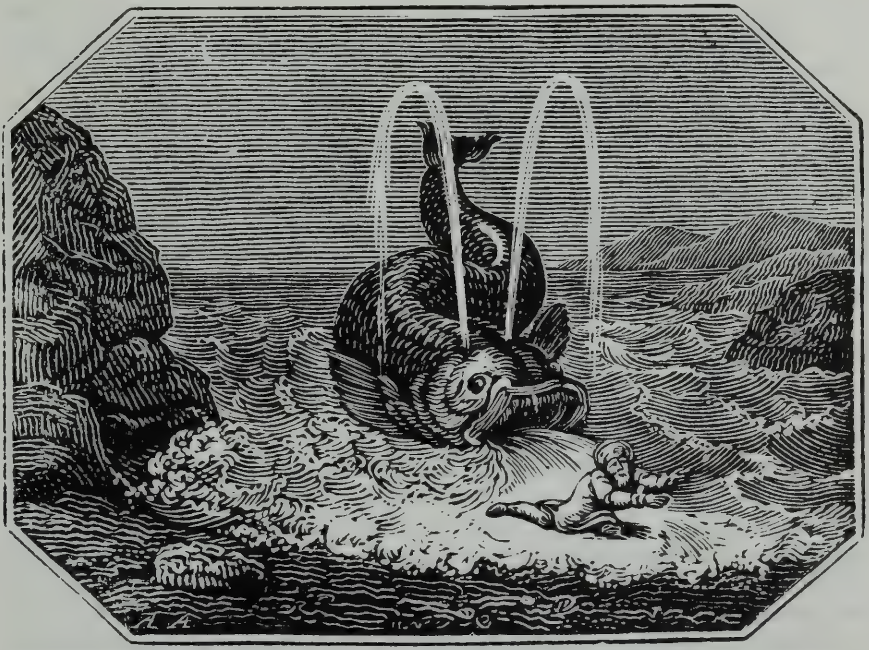
Library Work With Children in Budapest, this paper considers current American children's books in respect to three aspects of concern with selection and criticism on the part of librarians and editors: "an investigation of the relation of criticism to 'the radical changes in life styles for today's children' and new criteria for evaluation; the increasing attention to needs and interests of a number of minority groups; and an endeavor to develop a broader understanding of standards for the graphics of children's books [the Children's Book Council's Showcase]."

110

Haviland, Virginia, *comp.* CHILDREN AND LITERATURE; VIEWS AND REVIEWS. Glenview, Ill., Scott, Foresman [1973] 461 p. illus.
PN1009.A1H27

Includes bibliographical references.

A compilation of essays, criticism, and statements of trends in children's books, selected to "make readily available both the historical background and the broad range of subjects and issues covered in a library science or teacher education course in children's literature." Emphasis is placed on major theories and judgments, including controversial ones, rather than on general surveys. Selections include out-of-print and difficult-to-locate materials, previously unpublished items (some prepared especially for this work), and classic essays.



An early nineteenth-century wood engraving by Alexander Anderson. From the Prints and Photographs Division of the Library of Congress.

Chapters 1 to 5 treat the history of children's literature, writing and illustrating for children, children's classics, and children's reading; chapters 6 to 9, major genres (among these folklore, poetry, fantasy, fiction, and science); chapter 10, studies of children's books in eight foreign countries (including Japan, Czechoslovakia, France, and the USSR); and chapters 11 and 12, criticism and awards. Each is provided with an introductory essay.

Published in hard cover, 1974, by Lothrop, Lee and Shepard in New York and The Bodley Head in London.

111

Helson, Ravenna. FANTASY AND SELF-DISCOVERY. Horn book magazine, v. 46, Apr. 1970: 121–134. illus. Z1037.A1A15, v. 46

A full and analytical study by a psychologist who classifies fantasy by types, according to her interpretation of Jungian theory. She classifies the works written by men as type 1, wish-fulfillment and humor; type 2, heroism; and type 3, tender feeling. Works by women are categorized as type 1, independence and self-expression; type 2, transformation; and type 3, inner mystery and awe. A list of three to seven titles for each type is appended.

Through these categories, the writer has sought to clarify and enhance some of the important themes and symbols. She recognizes, however, that fantasies could be classifed according to "'devices'—whether there are talking animals, changes in size or time, or other worlds" and she maintains that "most creative fantasies do seem to yield wisdom—for adult and for child—when regarded as chronicles of the development of the 'self.'"

See also this writer's "Through the Pages of Children's Books" in *Psychology Today* (Nov. 7, 1973: 107–112). Here she analyzes literary fantasies of three periods (Victorian, 1840–80; Edwardian, 1880–1914; and contemporary, 1930–70) and concludes that "Characters in fantasy for children differ significantly from one historical period to another, and the fantasy itself holds up a curious kind of mirror to the culture."

112

Higgins, James E. BEYOND WORDS; MYSTICAL FANCY IN CHILDREN'S LITERATURE. New York, Teachers College Press [1970] 112 p.
PN1009.A1H5

The concluding chapter of this study of literary fantasy, an art form here termed "mystical fancy," summarizes qualities of such writing discussed in preceding chapters: ". . . it appeals to the heart; it is intuitively conceived, placing meditative demands upon the reader; it reflects the reality of a spiritual world; it reaches for a feeling of beyondness; it is marked by an atmosphere of joyful sadness."

Centering chiefly on MacDonald, W. H. Hudson, Saint-Exupéry, Tolkien, and C. S. Lewis, whose works are analyzed, he notes that "The primary difference between writers of the mystical and other writers of fancy lies in the area of theme." Writing mystical fancy makes special demands of the writer, who has the task of creating a "spiritual world of existence." Such authors "write out of the excitement of their hearts, and it is to the hearts of their readers that they speak."

113

Kingston, Carolyn T. THE TRAGIC MODE IN CHILDREN'S LITERATURE. New York, Teachers College Press [1974] 177 p. (New aims in children's literature) PN1009.Z6K5

Bibliography: p. 173-177.

A study of "the shape of tragedy in children's literature" and of the "notable examples of this literature," including critiques of fifty-five books for eight- to twelve-year-olds. Dr. Kingston assumes a middle ground between the protective and the no-holds-barred approaches to unhappiness in children's reading. After the model of great literary tragedy, the stories should create "tragic moments" which produce experiences of catharsis and illumination, while still being appropriate for their special readers. Affirmation should be the result of their treatment of real problems. The titles reviewed are books whose conflicts are rooted in the acute sensitivity of children or in their special fears: rejection, entrapment, and loss. The critiques attempt to identify each story's tragic moments, resulting illumination, and literary quality.

114

Lanes, Selma G. DOWN THE RABBIT HOLE; ADVENTURES & MISADVENTURES IN THE REALM OF CHILDREN'S LITERATURE. New York, Atheneum, 1971. xv, 239 p. illus. PN1009.A1L3

A parent-book reviewer (later children's book editor) gives a "frankly idiosyncratic" view of the "too many" books available to children today—books with "built-in obsolescence" and experimental and inventive art. Her major purpose is "to seek out and perhaps isolate the units of measurement that distinguish the true literature of early childhood from the quantities of dross annually published." Thus she examines trends in publishing and takes issue with elements of current American children's literature.

She sees a generalized sentimentality toward childhood and children in Tasha Tudor, Charles Tazewell, and Joan Walsh Anglund, and a picture-book explosion with immense virtuosity and technical knowledge of artists turned from commercial art to children's books. She compares Greenaway and Anglund, Rackham and Sendak, analyzes Dr. Seuss' success with children, discusses the American fairy tale, examines the success of series books. She surveys the "juvenile literary limbo" of Little Black Sambo, Uncle Remus, and the Dr. Dolittle books, and expresses hope for a better future regarding today's "black-market-oriented" books.

A bibliography (p. 214-231) of books for "children from two to seven, the span of years during which they are most at an adult's mercy as to the choice of books that reach them," is subdivided for titles on such subjects as manners, family life, sibling rivalry, old age, death, shyness, antiwar feelings, and the need for glasses or loss of weight.

115

McDonough, Irma. CANADIAN IDENTITY IN BOOKS. In review, v. 7, autumn 1973: 5–8. Z1378.I5, v. 7

A searching, if brief, analysis of excellence and relevance in contemporary books written by Canadian authors for young people. "We are still harking back to our beginning with our legends and historical novels, but leaps over traditional walls . . . will develop our very own special literature."

See also in *Creative Literature in Canada Symposium,* University of Toronto, March 7 and 8, 1974, (papers published by the Ministry of Colleges and Universities, Ontario) Irma McDonough's "Making Modern Canadian Children's Books" (p. 30–35) and, also, Ruth Nichols's "Creative Literature for Children in Canada" (p. 27–29).

116

ON CHILDREN'S BOOKS. Books [London, National Book League] no. 14, spring 1974: 2–33. Z1009.N28B6

Clifford Simmons's editorial begins this special issue of the League's quarterly. The variety of articles includes: "Learning Concentration" by author Jane Gardam; "The Trouble with Children's Book Reviewing . . . ," an incisive piece by critic Quentin Oates; "Looking at 'Looking at Picture Books' " by Brian Alderson, concerning the NBL exhibition of that title; "When Is a Book a Text Book?" by John Hitchin, about the *Times's* nonfiction award for children's literature; "International Children's Book Day" by Colin Ray; "Book-Box-Book," on book adapting for television, by Joy Whitby and Elaine Moss; "History in Nursery Rhymes" by Sally Lewis; "Children's Book Publishing in Czechoslovakia" by Clifford Simmons; and "Specialist Libraries—4" by Keith Clark, concerning the Kate Greenaway Collection in the Heath Branch Library, Hampstead.

See also the special issue of *Books* for winter 1970 which contains Joan Aiken's "Purely for Love," her credo for the writing of children's books; companion pieces of argument for and against the phenomenon of Enid Blyton; Aidan Chambers's "A Time of Oscillation," on teen-age reading; and Alicia Street's "British Children's Books in America," about their past and present prevalence on American publishing lists.

117

Schmidt, Nancy J. CHILDREN'S LITERATURE ABOUT AFRICA: A REASSESSMENT. African studies bulletin, v. 13, Dec. 1970: 469–488.

DT1.A2293, v. 13

In a highly analytical essay introducing this continuation to "Children's Literature About Africa" (see *Guide, First Suppl.,* item 252), the compiler attempts "to show how children's books about Africa reflect all the weaknesses which are found in literature about Africa in general." Africanists, she notes, "should write critical reviews of the African content of children's literature . . . [and] these critical reviews must be published in teachers' and librarians' periodicals. . . . There is at present no review agency or bibliography which simultaneously considers children's literature about Africa from the viewpoint of accuracy, literary acceptability, and appeal to youthful readers."

Pages 481–488 contain an author-title unclassified bibliography.

118

Shutze, Marcia, *and* M. Jean Greenlaw. CHILDHOOD'S ISLAND RECEIVES GIFT OF MYRRH: A STUDY OF CHILDREN'S BOOKS WITH WORLD WAR II SETTINGS. Top of the news, v. 31, Jan. 1975: 199–209.

Z718.1.A1T6, v. 31

A first-grade teacher and an education professor consider influences which created the phenomenon of the appearance of war books in great numbers after the war years (1940–45), and still larger increases during the sixties and seventies. Pointing to a new attitude toward children and realism in literature, a greater willingness to mirror evil, and the supersaturating effects of the mass media, they discuss twenty-two specific books. They admit that increased perspective makes possible stronger and more poignant statements. Objectivity and lack of moralizing are recognized in the "well-written . . . realistic and believable" books discussed.

119

Steele, Mary Q. REALISM, TRUTH, AND HONESTY. Horn book magazine, v. 47, Feb. 1971: 17–27.

Z1037.A1A15, v. 47

In a seminar speech this author of children's stories examines controversy yesterday and today concerning the existence of realism (language, incident, or situation) as something "allowed," "mandatory," "proper," or to be "expunged" from books for children. "The world need be presented to them in no rosy light, but . . . a hard road," she says, and, on examining available books "purported 'to tell it like it is,' " considers them to have failed. "The trappings were there, but not the spirit . . . they were written out of expediency . . . what we thought it was easiest and safest and most convenient to have them believe."

Mrs. Steele observes that these realistic and liberated new books need an "abrasive quality, called, at least by me, honesty." Modestly admitting that perhaps those who write in the manner she deplores may be doing what is needed, she still maintains that "our children are brighter and better than we have ever imagined them to be . . . [and] could profit by a little exercise."

120

Townsend, John Rowe. A SENSE OF STORY, ESSAYS ON CONTEMPORARY WRITERS FOR CHILDREN. [London] Longman [1971] 215 p.

PN1009.A1T58

This book comprises an astute selection of nineteen English language authors, including three Australians and six Americans, chosen for critical analysis by the children's book review editor of the *Manchester Guardian,* himself a writer for young people.

Each essay has with it a brief biographical sketch and following notes provided by the authors on themselves and their books. Regarding the whole, Mr. Townsend stresses: ". . . children's books need to be appraised with coolness and detachment, simple enthusiasm being little better than simple unawareness. A critical approach is desirable not only for its own sake but also as a stimulus and discipline for author and publisher, and—in the long run—for the improvement of the breed."

A review by the editor of the *Horn Book Magazine* (v. 47, Oct. 1971: 470–471) concludes: "John Rowe Townsend has done more than add to the meager stock of genuine criticism of children's literature; with these essays he has stimulated, sharpened, and enriched our perceptions about the most recent accomplishments in children's fiction."

See also, under "Publishing and Promotion," items 80 and 86, by Augusta Baker and Jean Karl, respectively.

REVIEWING

The Business of Reviewing

121

Heins, Paul. OUT ON A LIMB WITH THE CRITICS: SOME RANDOM THOUGHTS ON THE PRESENT STATE OF THE CRITICISM OF CHILDREN'S LITERATURE. Horn book magazine, v. 46, June 1970: 264–273. Z1037.A1A15, v. 46
Bibliography: p. 272–273.

Having expanded this article from a talk, the *Horn Book* editor deals with the criticism of children's literature as a "formidable task, and much more difficult than the criticism of adult literature" and analyzes the relationship between children's literature and literature in general. Further, he discusses the function of reviewing and separates the question of acceptability to a child from the criteria considered in literary criticism.

See also his "Coming to Terms With Criticism" in *Horn Book Magazine* (v. 46, Aug. 1970: 370–375) in which he attempts to give an "idea of the currents and crosscurrents, the jostling but dynamic contradictions, and the interplay of the various phases found in discussions of children's books."

The two articles appear together as a 1971 reprint from the magazine.

122

Townsend, John Rowe. Standards of criticism for children's literature. Top of the news, v. 27, June 1971: 373–398. ports.
Z718.1.A1T6, v. 27

In this second May Hill Arbuthnot Honor Lecture, Mr. Townsend, a British author considered to be "one of the foremost authorities on literature for children," analyzes causes of confusion in the assessment of children's books, and concludes that "there is little writing that I think could be dignified with the name of criticism." He finds that reviewers and selectors seem to be concerned chiefly with (1) suitability, (2) popularity, or potential popularity, (3) relevance, and (4) merit—"the first three are child-centered. . . .the fourth is book-centered." The critical approach, he stresses, is "desirable not only for its own sake but also as a stimulus and discipline for author and publisher" which will help children's books "achieve their proper status." He warns, however, against the establishing of a formula for criteria lest writers rely on this rather than on their own perceptions and open critical minds. They should respond to each book freshly and honestly.

See also "An Elusive Border" (*Horn Book Magazine,* v. 50, Oct. 1974: 33–42) in which Townsend suggests that it would be helpful to have suitable new books published and reviewed both as works for children and for adults.

Contemporary American Review Media

123

Children's book review service. v. 1+ Sept. 1972+ Brooklyn. monthly.
Z1037.A1C476

Loose-leaf reviews (six to eight pages per issue, plus an index) edited by a Brooklyn Public Library staff member. Brief, graded commentaries are arranged in three sections: "Picture Books," (ages cited for individual reviews range from three to eight), "Younger Readers" (ages six to ten), and "Older Readers" (eleven to sixteen).

For editor Ann Kalkhoff's point of view on book selection, see "Innocent Children or Innocent Librarians" (*School Library Journal,* v. 19, Oct. 1972: 88–92).

124

Library journal/School library journal previews: news and reviews of non-print media. v. 1+ Sept. 1972+ [New York, R.R. Bowker Co.] illus. 9 no. a year.
Z689.L53

Three times a year this serial contains an audiovisual guide, previously issued as part of *Library Journal.*

It contains articles and reviews formerly printed in *School Library Journal* of films, filmstrips, slides, and spoken and music recordings.

Indexed in *Multi-Media Reviews Index.*

125

Media review. v. 1+ Jan. 1973+ [Chicago] Laboratory Schools, University of Chicago. 11 no. a year. LB1044.Z9M43

Published by the Center for Educational Media for Children and Young People of the University of Chicago Laboratory Schools. Its pages incorporate "Reviews-General" and "Book Reviews" (a minor portion of the books are related to film making), with a list of contributors and of producers, distributors, and publishers appended. Films or filmstrips are evaluated at length and summarized for audience (grade level), rating (excellent, very good, good, fair, or poor), and use (ethnic studies, social studies, language arts, and many other subjects).

126

Psychology today. v. 1+ May 1967+ Del Mar, Calif. monthly. BF1.P855

In recent years this specialized journal has included reviews of children's literature and works about children's books and reading among new works on psychology in its "Books" department.

Contemporary British Review Media

127

Australian school librarian. v. 8+ Mar. 1971+ [Armadale] 4 no. a year. Z675.S3A88, v. 8

Continues School library journal.

The official organ of the School Library Association of Victoria, carrying articles, professional news, reviews of children's books and professional books, and citations of selected Anglo-American periodical articles.

David F. Parish's "Aboriginal Children's Reading" with bibliography (v. 11, Mar. 1974: 13–26) reports on research into materials sought by Aboriginal children (the survey questionnaire is included), assesses some of the fiction available in the area of highest interest, and offers a list of references. Suggestions are made as a possible framework for future materials to meet "the current upsurge in racial pride and interest."

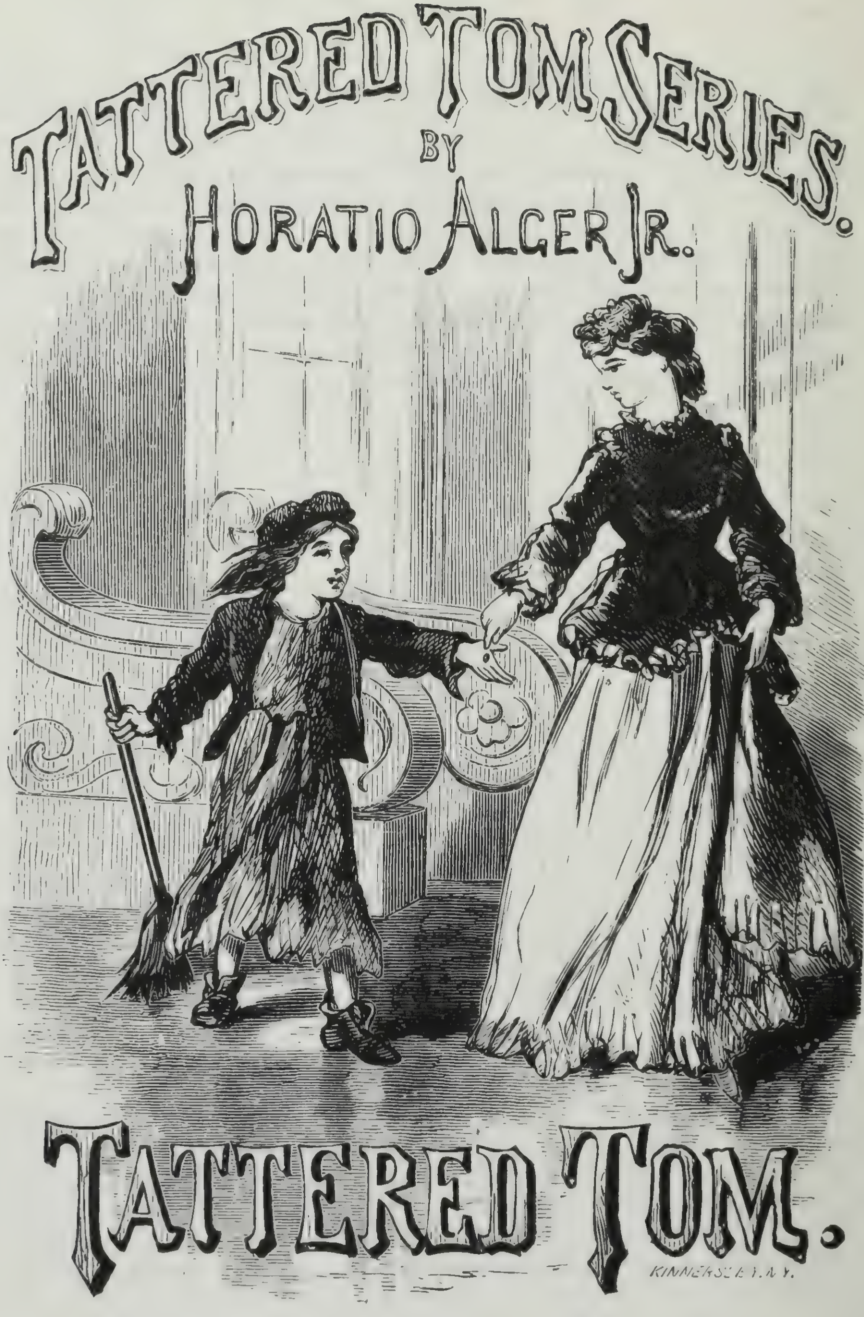
Darren Ryan's "An Annotated List of Forty Poetry Anthologies" (v. 8, Mar. 1971: 16–29) will be useful to English-language readers anywhere.

128

CHILDREN'S BOOK REVIEW. v. 1+ Feb. 1971+ [Wormley, Eng., Five Owls Press] illus. bimonthly. Z1037.A1C474

Following the ample format of the no longer published *Children's Book News*, previously edited by Valerie Alderson who is editor here, this periodical aims to provide "constructive and retrospective reviews of recent publications . . . articles . . . informative and helpful to librarians and teachers . . . [and] occasional lists." The first issue contains three pieces—on picture books, poetry, and fiction of 1970—preceding the review sections: "Picture Books," "Fiction for Younger Readers," "Fiction" (general), "Historical Fiction," and other divisions for categories of literature and nonfiction. The reviews, moderate in length, carry reviewers' initials which are identifiable from the contents statement.

Ceased publication with the October 1976 issue.


TATTERED TOM SERIES.
BY
HORATIO ALGER JR.
TATTERED TOM.
KINNERSLEY, N.Y.

Frontispiece from Tattered Tom
(Boston: Loring, 1871)
by Horatio Alger, Jr.

Authorship

WRITING FOR CHILDREN

129

Aiken, Joan. Between family and fantasy: an author's perspectives on children's books. Quarterly journal of the Library of Congress, v. 29, Oct. 1972: 308–326. Z663.A5, v. 29
Z881.U49A3, v. 29

An article based on a talk given by Miss Aiken at the Library of Congress on November 15, 1971, in honor of National Children's Book Week.

Looking back into a childhood of omniverous reading, the author notes that "as well as all those splendid books about orphans . . . I read myths and fairytales and historical fiction and ghost stories and 19th-century novels and poetry. . . . Fantasy came at both ends of the spectrum." In her discussion of fantasy in books and children's fantasies, the importance to children of imagination and the language of imagination, she states that "reading. like direct experience, provides a child's mind with freight, with ingredients for creating his own fantasies."

She notes that her own books "come in the middle . . . between pure fantasy on one side and pure realism on the other." She collects as many details as she can "to interlard with the exaggerations" since ". . . the whole texture of a story acquires greater richness and depth if the details are accurate and carefully worked out, so long as they do not become overly obtrusive."

Miss Aiken concludes, "I do have a great feeling of the responsibility involved in writing for children: that to enlarge their capacities is probably the most important thing one can do, and that it should be done with absolute integrity and concentration and care."

130

——— Purely for love. Books, winter 1970: 9–22. Z1009.N28B6

The widely read author of *The Wolves of Willoughby Chase* and other mysterious and humorous stories speaks of its being "wonderful suddenly to find one's occupation [writing children's stories] so respectable, at least in certain circles." She then analyzes the question, "Why do people write for children?" and poses many personal edicts as to who should write. She believes that "writing for children should not be a full-time job," and that persons in fringe activities connected with children's literature should all "leave the children's field from time to time so as to get a different perspective."

Naming great authors whose writing for children was a sideline in their professional careers, she notes that they wrote, "when they did write for children, purely for love. And that is the way children's writing should be done; it should not be done for any other reason."

Continuing with the thought that it is wicked to write anything for children without a strong genuine urge to write one particular thing, she adds: "Really good writing for children should come out with the force of Niagara, it ought to be concentrated; it needs to have everything that is in adult writing squeezed into a smaller compass . . . the emotional range ought to be the same, if not greater. . . ." She stresses that in addition to being "mostly otherwise occupied" children's writers "are poets—or at least people with the mental makeup of poets: writers who can condense experience and make it meaningful by the use of symbols."

131

——— 'Bred and bawn in a briar-patch'—dialect and colloquial language in children's books. Children's literature in education, no. 9, Nov. 1972: 7–23. Z1037.A1C5, no. 9

A substantial lecture on the practice of giving individual idiom to a character for purposes of identifying him, and other reasons for using local dialect, folk speech, ungrammatical language, and odd words. The decline seen in the inclusion of rustic speech and foreign accents points to the loss of "precise names, apter grammatical usages, more flexible constructions . . . words that condense, enrich, embroider, have poetry and metaphor. . . . mass education, mass media, mass production, are reducing our speech . . . to greater and greater uniformity . . . [and] a fearfully timid course among the anticipated rocks and shoals of racial and group prejudice."

132

Babbitt, Natalie. Happy endings? Of course, and also joy. New York times book review, Nov. 8, 1970: pt. 2, children's books, 1, 50. AP2.N657 1970

A writer of successful fantasies for children analyzes with clear evidence from specific titles the differences and similarities in writing a story for children and one for adults. She dismisses emotional themes ("There are only the subtleties, the nuances, the small ironies, of which adult fiction has made far more use but are equally available to children's fiction")—except for the one emotion, joy.

Range or scope is not seen to be a distinction, except at first glance. "Everyman has gone out of fashion for adults. . . . But Everyman is present still in the best children's stories." In content, "barring only graphic sex and other routine adult preoccupations . . . there is little differences . . . all the harshest aspects of life are present in children's literature. If fantasy is absent from adult fiction, it is absent only because adults are too pompous to admit they still have a taste and a need for it."

Vocabulary, size of print, and length are "too arbitrary, too simple, too riddled with exception" to stand up as differences.

But there is one tangible difference—The Happy Ending, not the sugar-coated, tacked-on contrivance, but "something which turns a story ultimately toward hope rather than resignation and contains within it a difference not only between the two literatures but also between youth and age."

133

——— How can we write children's books if we don't know anything about children? Publishers weekly, v. 200, July 19, 1971: 64–67. illus. Z1219.P98, v. 200

Refuting the misconception that children are irrelevant (only small, inexperienced, and idle), the writer stresses that "adults are not 'better' than children, or 'worthier' . . . we are only as a rule larger and more experienced and a little tireder, with insights that have only replaced other largely forgotten insights . . . . we had better learn to include children as respected members at the Thanksgiving feast of all literature instead of relegating them to a mid-morning snack. As it now stands, it looks as if we are spoiling their appetite."

134

——— The great American novel for children—and why not. Horn book, v. 50, Apr. 1974: 176–185. Z1037.A1A15, v. 50

A plea for the American novel "for whatever age" to get past the "polar views of 'life as disillusionment' and 'life as Utopia' and admit . . . that it is neither, and both—a fine mixture that needs interpreters who are objective, not subjective." Thus, hopes the writer, we can aspire to create great literature.

135

Bawden, Nina. A dead pig and my father. Children's literature in education, no. 14, 1974: 3–13. Z1037.A1C5, no. 14

The author of consistently praised stories discusses her approach to writing for preadolescents (aged ten to thirteen or so) and the important differences between writing for adults and for children. It is, she remarks, "not style or subject matter, though those things come into it, but the point of view you're looking from." And, she adds, "A good book for children, like a good book for adults, should hold an honest mirror up to life."

See also, issue no. 13, 1974: 35–44, Nicholas Tucker's percipient evaluation in which he comments on her stories as being both social realism and fantasy, exhibiting an understanding of children that is based on "her honesty, her skills as a writer and an overall feeling for childhood that is unsentimental and observant."

136

Bowen, Catherine D. THE BUSINESS OF A BIOGRAPHER. Atlantic monthly, v. 187, May 1951: 50–56. AP2.A8, v. 187

In revealing her methods of creating narrative biography, this Pulitzer Prize winner remarks on many conditions relevant to the writing of any biography, whether for adults or young people. First of all, she notes the burden of making characters "three-dimensional instead of two. It was the artist's task as distinct from the scholar's—and *it is the business of an artist to be exciting.*" She quotes Trevelyan's view that "Some writers would seem never to have studied the art of telling a story. . . . Yet history is, in its unchangeable essence, 'a tale' " and adds her own requirements for the historian who must illustrate the past.

137

Coolidge, Olivia. WRITING ABOUT ABRAHAM LINCOLN. Horn book magazine, v. 51, Feb. 1975: 31–35. Z1037.A1A15, v. 51

Defining her task of writing about Lincoln as being "particularly delicate" because of "the complexity of Lincoln scholarship and because the whole period engenders passions which are still strongly felt," Mrs. Coolidge comments on the flood of contemporary memoirs, multivolume biographies, and Ph.D. theses and the challenge to find the first-class material amid the mass of worthless stuff.

138

Engdahl, Sylvia L. WHY WRITE FOR TODAY'S TEENAGERS? Horn book magazine, v. 48, June 1972: 249–254. Z1037.A1A15, v. 48

A science fiction writer's consideration of recent "dramatic changes" regarding what is believed to be suitable in writing for teenagers. Feeling that a new category is emerging in fiction for young people—more mature books that offer adults something not found in the standard contemporary novel—the author expresses the conviction that "the best approach one can take is to forget that one is writing for teenagers and to speak to them on one's own level." She recognizes that a writer now "can be free not only of the old requirement that he ignore aspects of life, but of the adult market's demand that he view those aspects in a sordid and sensational way."

139

Farmer, Penelope. PATTERNS ON A WALL. Horn book magazine, v. 50, Oct. 1974: 169–176. Z1037.A1A15, v. 50

A paper, presented at the 1973 "Loughborough" International Seminar on Children's Literature (Towson, Maryland), in which the author shares, in searching terms, her reasons for writing highly symbolic and difficult fantasy, illustrated by her *A Castle of Bone.* She discusses form in the sense of genre (poetry or novel, each having subsections) and in the sense of structure ("and within that structure the various patternings—emotional or social or purely technical, large or small, external or internal"). She notes that form and content need to be compatible and that some questions and answers are perhaps "too complex in form and content, perhaps too harsh, for a children's book."

140

Hildick, Edmund W. CHILDREN & FICTION; A CRITICAL STUDY OF THE ARTISTIC AND PSYCHOLOGICAL FACTORS INVOLVED IN WRITING FICTION FOR AND ABOUT CHILDREN [by] Wallace Hildick. New York, World Pub. Co. [1971, c1970] 222 p. PN3377.H53 1971

Bibliography: p. [213]–216.

As a former teacher and creator of fiction for children, the author of this provocative commentary speaks on writing for children and about them. Thus he discusses problems for the writer relating to techniques and to children's interests and capabilities. Many comments are quotable for their astringency and common sense.

A series of chapters dealing with thirteen elements that children look for in their fiction seeks to discover what "makes the children's story grip the attention in spite of any straying away from the main plot line and even from what is generally thought of as 'action.' " Emphasis on the importance of timing and the use of concrete detail (well handled with excellent full quotations) leads to comments on the "thinness and insipidity" of popular series, with a sharp comparison of the Blyton Famous Five books and the Bobbsey Twins stories.

Discussing "Adult Responsibility: Authors' and Critics', "Hildick presents from his own firsthand experience the problem of taboos related to notions of taste and behavior: "Crackpots and fusspots apart, an author who bows indiscriminately and completely to all the more serious taboos is bound to falsify his picture of life and even trivialize it."

Published in London by Evans Bros. in 1970.

Revised edition: London, Evans Bros., 1974.

141

Holland, Isabelle. TILTING AT TABOOS. Horn book magazine, v. 49, June 1973: 299–305. Z1037.A1A15, v. 49

The author of the "notable" and much-discussed love story *The Man Without a Face* (Lippincott) notes that the sexual revolution has destroyed the old-fashioned love story. And, she adds, "The line between adult and juvenile has moved. . . . some of the better children's books of today are in every way comparable in viewpoint and sophistication to the bulk of adult books of, say twenty years ago, . . . the children of today . . . require of their books a social depth that the young person of my generation never dreamed of." Taboos, she concludes, "frequently help to make interesting stories" (they are "good" for storytelling). In her analysis she admits that she has "played devil's advocate on their behalf."

142

Hyndman, Jane A. (Lee) WRITING FOR CHILDREN AND TEEN-AGERS, by Lee Wyndham. Rev. ed. Cincinnati, Writer's digest [1972] xiv, 253 p.
PN147.H9 1972

Intended as "time-saving, practical know-how" and not a "magic formula" for an easy road to publication, the study, by an author and teacher of writing, covers many aspects of juvenile magazine and book publishing: trends, work habits, techniques (dealing with characterization, dialogue, theme, emotion, sensory details, types of conflict, and plot and plotting), as well as revising and polishing. Further, it discusses how to prepare a manuscript for marketing, contracts, research, and writing for special genres.

The bibliography (p. [242]–247) lists reference works, books about children's books, titles on child development, other books on writing and on English usage, magazines for writers, and market lists.

143

Langton, Jane. DOWN TO THE QUICK: THE USE OF DAILY REALITY IN WRITING FICTION. Horn book magazine, v. 49, Feb. 1973: 24–30.
Z1037.A1A15. v. 49

The author of widely read stories for children (and novels for adults) speaks in this published lecture about inspiration for writing. She stresses that a writer could not even begin to write without an inherited literary pattern and adds ". . . if he makes no reference to reality as he has encountered it, his book will be inert, an exercise, a formula. Live truth, reality, the life in which he is wading every day—it is into this well that the writer must dip his pail." She then examines truthtelling at a deeper level—the layer of intense sensitivity, the "down-to-the-quick layer of reality"—and mentions a third level of which she steers clear "where perhaps the profoundest springs of action and emotion exist, the deepest plungings of mind and heart."

144

Le Guin, Ursula K. FROM ELFLAND TO POUGHKEEPSIE. With an introduction by Vonda N. McIntyre. Portland, Or., Pendragon Press, 1973. xviii, 31 p. port.
PS374.F27L4

In the preface to this workshop lecture, Vonda McIntyre pays tribute to Mrs. Le Guin's qualities as a teacher as well as a writer.

The lecture, given within the University of Washington's 1972

Science Fiction Writers' Workshop, attacks "the Poughkeepsian style of fantasy" for its fake, flat plainness, its scenery "cardboard, or plastic." She likens fantasy to a game played for very high stakes: "Fantasy is nearer to poetry, to mysticism, and to insanity than naturalistic fiction is." With well-chosen examples from masters—styles likely to be imitated—she illustrates the significance of speech in expressing character (every word is meaningful, though the meaning may be subtle). She points to the danger of "archaicising. . . . a distancing from the ordinary," as in Malory—with fake feeling and fake grammar.

See also Wendy Jago's "A Wizard of Earthsea' and the Charge of Escapism" (*Children's Literature in Education,* no. 8, July 1972: 21–29). This British critic answers Mary Warnock's article "Escape into Childhood," in *New Society,* May 13, 1971, by discussing the relation of literature to experience and insight, the kind of world presented in children's books, and the enjoyment for adults in the reading of this literature. Using Mrs. Le Guin's *A Wizard of Earthsea* to illustrate her points, she presents its concern with morality, its symbolism, and its honest reality.

145

LITERATURE, CREATIVITY, AND IMAGINATION. Reprints from Childhood education. Editor: Monroe D. Cohen. Washington, D.C., Association for Childhood Education International, 1973. [19] p. illus. PN52.L5

The editor of *Childhood Education* brings together three provocative papers published first in that magazine. They stem from programs at annual regional workshops sponsored by the Joint Liaison Committee of the ACEI and the Children's Book Council.

Lloyd Alexander, writer of the Prydain series of fantasies, emphasizes that literature is not a luxury and that creativity and imagination are essential and inseparable from social consciousness. Poet Myra Cohn Livingston stresses that creativity and imagination are not built and fostered by "gimmicks," but by emotion and feelings. Virginia Hamilton, author of *The Planet of Junior Brown* and other stories, points out that creative imagination plays an enormous role in one's use of memories.

Bibliographical references are included.

146

Lively, Penelope. CHILDREN AND MEMORY. Horn book magazine, v. 49, Aug. 1973: 400–407. Z1037.A1A15, v. 49

The British author of a number of successful stories blending real settings and fantasy gave this paper at the 1972 Exeter Conference on "Children's Literature in Education." In it she examines the relationship between history and children's books and the importance of "something that I would call continuity rather than history. It could also be called memory . . . because I want to talk about the past in a personal as well as in a collective sense and about the part continuity plays in imaginative development." Place—whether landscape or a house— is a "preservative" and "certain places are possessed of a historical charge that sets the imagination flaring." Finally, she laments the loss for today's child of oral tradition and personal memory from association with old people in the family. "Perhaps books can help, just a little."

See also the author's "Carnegie Medal Acceptance Address" in *YLG News* (v. 18, no. 3, winter 1974: 10–13).

147

Meltzer, Milton. WHO'S NEUTRAL? Children's literature in education, no. 14, 1974: 24–36. Z1037.A1C5, no. 14

An author of numerous biographical, historical, and fictional works about slavery and minorities in American life speaks of his concern that writers for young readers contribute through expression of values to the ending of war, of poverty, of racism. "The writer cannot be neutral, even if he wants to be. Whatever he writes has some effect." Thus, as a white writer, he believes it is necessary to combat racism within the white community, to provide young readers with accounts of white people who have refused to accept racism. He discusses his own studies of slavery and cites these and other references (p. 35–36).

148

Moss, Elaine. THE ADULT-ERATION OF CHILDREN'S BOOKS. Signal, no. 14, May 1974: 65–69. PN1009.A1S39, no. 14

An English critic, contributing to a four-speaker program on the subject "Are children's books becoming too sophisticated?," queries whether specialization might be the cause of the "adult-eration." Specialists, she believes, should wear knowledge lightly and present books to people "in so easy a manner, that no one would guess we were specialists." She advocates avoiding elitism and urges giving children more new, straight, undemanding, and properly written adventure stories. Mrs. Moss stresses that the young adults' book editor should let sink or swim as adult fiction the book written with "the adult novelist's techniques and obscurities, his psychoanalytical approaches, his obsession with the person rather than the story." We must, she believes, "test our values in the market place . . . if we do not, we shall very soon be serving only ourselves."

149

Southall, Ivan. REAL ADVENTURE BELONGS TO US. Top of the news, v. 30, June 1974: 373–393. Z718.A1T6, v. 30

A May Hill Arbuthnot Honor Lecture presented in 1974 by this prize-winning Australian author at the University of Washington. The author discusses the experiences of his childhood in an Australia with "inferiority complexes," a lack of children's libraries, and few credible books, as well as his experiences as an author beginning to write while struggling to survive on untamed land. Southall reveals the origins of his books and his belief about heroes: "Real adventure cannot happen to super heroes. . . . One must know weakness to know strength . . . be scared to be brave."

150

——— SOURCES AND RESPONSES. Quarterly journal of the Library of Congress, v. 31, Apr. 1974: 81–91. Z663.A5Z881.U49A3, v. 31

An address presented at the Library of Congress during National Children's Book Week in November 1973.

The author makes a personal statement about his view of children's books and the creative process. He believes that works for children are not minor works, "generated and projected at reduced voltage," that they do not "evade truth . . . avert passion and sensuality and the subtleties of life," and are not "unworthy of the attention of the serious artist or craftsman." Endeavoring to define what a good children's book *is* by defining the writer who can reach children, he suggests that such a writer can identify with children, consciously or subconsciously, and can project his images through the written word so that children can identify with him.

151

Townsend, John Rowe. THE NOW CHILD. Horn book magazine, v. 49, June 1973: 241–247. Z1037.A1A15, v. 49

A plea that we should stop generalizing about "the now child" [a conference program title] and "look with suspicion upon all those . . . who see children's books as important instruments of social engineering."

Mr. Townsend states that biologically it is obvious nonsense that today's child is different from yesterday's: "Manners and morals change all the time, but the basic creature . . . does not change. And the basic truth of literature is truth to human nature." The author must "be forever trying to penetrate below the immediate surface, to present people who will be credible to anyone at any time, not just here, not just now. . . . The job of an author . . . is not to meet needs, but to write the best books he can."

152

Trease, Geoffrey. OLD WRITERS AND YOUNG. Bookbird, v. 12, no. 1, 1974: 3–8; no. 2: 13–19. PN1009.A1B6, v. 12

The English writer does some "personal stocktaking" beginning with the depressed "doldrums" of the 1930s when he began to produce books and makes discerning comments on what is required in writing for young people. "In forty years the frontiers of children's literature have been pushed back far beyond any horizon I could see in 1933," he notes, and, with almost nothing barred today in children's books, asks whether the pendulum has not swung too far. He points to the usefulness of the second theme in a historical story—which may spring not from the period but from today—and stresses that historical accuracy was never more important than now, nor the need for research to be more thorough.

153
Yolen, Jane H. WRITING BOOKS FOR CHILDREN. Boston, The Writer, inc. [1973] 150 p. PN147.Y56

A children's book author's practical guidelines and beliefs concerning kinds of writing—fantasy, folk motifs, picture-book texts, creative nonfiction, realistic fiction, and animal stories—are backed by references to the writing of many of her own books. Thus she comments on methods or problems, such as the provision of speech or conversations in a biography and the rules for submission of a manuscript, and also discusses three "laws of fantasy" for making the unreal real: place (details), character (physical and personality quirks), and style (akin to poetry).

CRITICAL APPRAISALS OF INDIVIDUAL AUTHORS

Abbott, Jacob (1803–1879)

154
Weber, Carl J. A BIBLIOGRAPHY OF JACOB ABBOTT; BASED PRIMARILY UPON THE ABBOTT COLLECTION IN THE COLBY COLLEGE LIBRARY AND SUPPLEMENTED BY THE JACOB ABBOTT BOOKS IN A SCORE OF OTHER LIBRARIES. Waterville, Colby College Press, 1948. 155 p. (Colby College monograph no. 14) Z8004.W4

The compiler's introductory essay, "Jacob Abbott and His Books," traces Abbott's writing from his 1832 major work, *The Young Christian,* through the more than 200 books written by the time of his death.

The bibliography lists editions chronologically under each title in major groups: "Early Works on the Bible, Piety, and Religious Education," "Little Rollo and His Cousins," "Historical Books," "Franconia Stories," "Harper Story Books," "Juvenile Education," and "Later Story-Books About Children."

Aiken, Joan (1924–)

155
Ellis, Alec. JOAN AIKEN. School librarian, v. 18, June 1970: 147–151. Z675.S3S27, v. 18

Twelfth in the magazine's series "Writers for Children," this analysis pays ample tribute to one of the "giants of the contemporary scene writing for children," who is also known for her novels for adults.

The article commends her "fantasies both searing and side-splitting," her superb command of language (frequently hilarious dialogues), and her ability to create atmosphere and deal with characters. A bibliography of eight titles is appended.

Alcott, Louisa May (1832–1888)

156

Meigs, Cornelia L. Louisa M. Alcott and the American family story. New York, H. Z. Walck [1971] 127 p. (A Walck monograph)
PS1018.M38

Bibliography: Louisa M. Alcott, p. 123–125; the American family story, p. 125–126.

Published first in England (1970) as a Bodley Head Monograph, by the author of the Louisa M. Alcott biography, *Invincible Louisa,* which won the Newbery Medal.

Part 1 of this variously reviewed study discusses Louisa Alcott's writing against the background of her family—at Fruitlands in the Shaker settlement and at Hillside in Concord—and her life in Washington, at Orchard House, and abroad.

Part 2, "The American Family Story," considers predecessors and successors of Louisa Alcott's "kind of books"; from Jacob Abbott's *Franconia Stories* and *Rollo* books, the Susan Coolidge *Katy* books, Margaret Sidney's *The Five Little Peppers* books, and Kate Douglas Wiggin's *Rebecca of Sunnybrook Farm* up to Rachel Field, Laura Ingalls Wilder, Ruth Sawyer, Elizabeth Enright, Elizabeth Coatsworth, and Eleanor Estes.

Alger, Horatio, Jr. (1832–1899)

157

Gardner, Ralph D. Horatio Alger; or, the American hero era. Mendota, Ill., Wayside Press [1964] 505 p. col. illus., facsims. (part col.), ports.
PS1029.A3Z65

Bibliography of Alger's works: p. 394–497. Bibliography of sources: p. 500–505.

A highly sympathetic reconstruction of the life and times of Horatio Alger. The work has three sections: biography, criticism, and "Trials and Triumphs of an Alger Collector." Included in the work is a discussion of the eleven "Stratemeyer Algers."

158

Henderson, William. A few words about Horatio Alger, Jr.; one of the great publishing sensations of all times lives on—in precept and paperback. Publishers weekly, v. 203, Apr. 23, 1973: 32–33.
Z1219.P98, v. 203

The author discusses the resurgence of interest in Alger's "basic how-to manuals on the acquiring of cash and high repute" and reveals, from Herbert R. Mayes's own letter of admission, that the latter's *Alger; a Biography Without a Hero* (see *Guide*, item 218), widely accepted since its publication in 1928, is "a gigantic literary hoax."

159

Zuckerman, Michael. The nursery tales of Horatio Alger. American quarterly, v. 24, May 1972: 191–209. AP2.A3985, v. 24

A succinct, meaty view of Alger's more than one hundred boys' stories. The writer summarizes the six tales in the Ragged Dick series and analyzes in general the Alger preachments (virtues exalted), characters (his "inability to conceive convincingly his heroes' inner resources"), home situations, and industrial society. He concludes: "the Americans who grew up under his tutelage were surely schooled for service in the corporate bureaucracies which would in time transform the culture . . . [with a] desire for stability and security."

See also item 48 for *The "Country Boy" Myth and Its Place in American Urban Culture.*

Andersen, Hans Christian (1805–1875)

160

Andersen, Hans Christian. The Andersen-Scudder letters; Hans Christian Andersen's correspondence with Horace Elisha Scudder. Edited by Jean Hersholt and Waldemar Westergaard. Introduction by Jean Hersholt and an essay by Helga Topsöe-Jensen. Notes and translations by Waldemar Westergaard. Berkeley, University of California Press, 1949. xxxiv, 181 p. ports. PT8118.S42

A collection of thirty-five letters from Andersen to his American editor hitherto unpublished and now translated, with explanatory notes, by Waldemar Westergaard. These are dated from April 21, 1868 to September 16, 1874, the period in which Andersen (then sixty-three to sixty-nine years of age) was presented to an American public in thirteen stories not yet published elsewhere. (*See also* item 167.) It is known that Andersen made no reply to letters received from Scudder during the six years earlier.

The increasingly friendly letters to his "Dear and highly honored friend" contain many business references (sometimes shrewd); they also include accolades Andersen was pleased to share abroad and comments on his travels.

161

——— The complete fairy tales and stories. Translated from the Danish by Erik Christian Haugaard. Foreword by Virginia Haviland. Garden City, N.Y., Doubleday. 1974. xxiv, 1101 p.
PT8116.E5H3 1974

With this omnibus, fresh translation of 156 Andersen stories and fairy tales, Haugaard has sought to reveal Andersen as a poet-critic whom we need to know. He has included (p. 1081–1096) Andersen's "Notes for my *Fairy Tales and Stories*" (1874) and has added his own commentary in a four-page introduction.

162

Bredsdorff, Elias. DANISH LITERATURE IN ENGLISH TRANSLATION, WITH A SPECIAL HANS CHRISTIAN ANDERSEN SUPPLEMENT; A BIBLIOGRAPHY. Westport, Conn., Greenwood Press [1973] 198 p. Z2574.T7B7 1973

Reprint of the 1950 edition published by E. Munksgaard, Copenhagen. Citing both British and American imprints, pages 28–29 contain "Danish Fairy and Folk Tales in English translation" while pages 121–183 present a full bibliography: collections of fairy tales and stories by Andersen, single tales by Andersen in special editions, genre lists of works for adults, books about Andersen, books containing chapters on or references to Andersen, essays and articles in periodicals on Andersen.

163

Chesterton, Gilbert K., Holbrook Jackson, *and* Reginald B. Johnson, *comps.* ANDERSEN'S FAIRY TALES WITH CRITICAL APPRECIATIONS OLD AND NEW. Bath, Eng., C. Chivers [1919] 64 p. (The Readers' classics, 2) PT8120.C5

Issued without the text of Andersen's fairy tales, to which the critical appreciations were originally introductory.

A volume in three parts: appreciations contributed by Hilaire Belloc, Arthur Christopher Benson, S. Baring-Gould, R. Brimley Johnson, Marie L. Shedlock, and Edward Thomas; comments by many, including Elizabeth Barrett Browning (a poem), John Ruskin (the only negative view), and Horace E. Scudder ("a surprise in literature and a genuine addition to literary forms"); and several press notices dated from 1846 to 1905. Baring-Gould provides an appendix (p. 59–64) entitled "Origin of the Fairy Tale."

The critiques are sharp, pithy, and brief. That master storyteller, Miss Shedlock, who views Andersen's excellence from the point of view of the dramatic artist, asks, "What is it that makes these stories so effective for narration?" Neither the plot nor the style, but the "dramatic possibility he offers to each of his characters, even though the rôle appear quite insignificant." Edward Thomas argues that "Hans Andersen excels other writers of his kind because he has equally at command the natural and the supernatural, the real and the fanciful"

164

Dal, Erik. HANS CHRISTIAN ANDERSEN'S TALES AND AMERICA. Scandinavian studies, v. 40, Feb. 1968: 1–25. PD1505.S6, v. 40

A discussion with many footnoted references to *The Andersen-Scudder*

Letters (item 160), American editions of the fairy tales, and other Andersen writings, with a bibliography of the tales sent to Horace Scudder and published in his *Riverside Magazine* or in *Scribner's Monthly*.

Mr. Dal (of the Royal Library in Copenhagen) cites two sources of inspiration for Andersen's interest from 1846 to 1858 in the United States: first, his increasing awareness that his works were read and appreciated so far away and, second, his friendship with Henriette Wulff, who, "fired with zeal for the United States," urged him to visit there. Among other Americans with whom Andersen maintained a connection was the poet Longfellow.

165

——— RESEARCH ON HANS CHRISTIAN ANDERSEN; TRENDS, RESULTS AND DESIDERATA. Orbis litterarum, v. 17, fasc. 3/4, 1962: 166–183.
PN1.O7, v. 17

Translated from the Danish by David Hohnen.

A survey presented because the author believes Andersen deserves serious study as an author and as a man, and that inadequate translations and a juvenile public have hampered appreciation of the true nature of this writer. The article points out that serious studies beyond Denmark's borders as well as within them coincide with the increasingly commercialized and popular vulgarization of Andersen and his fairy tales. Regarding research on Andersen, Dal finds that "specifically scientific literary studies . . . are undeniably few in number."

Dal states that the best-known Andersen collection outside Denmark was created by Jean Hersholt, the film actor, who was a fine translator. His Anglo-American editions went to Andersen's house in the land of his birth, and the rest remained at the Library of Congress in the country where he had lived and worked. (See *Guide*, item 226, for the *Catalog of the Jean Hersholt Collection*.)

166

Haugaard, Erik C. PORTRAIT OF A POET: HANS CHRISTIAN ANDERSEN AND HIS FAIRYTALES. Washington, Library of Congress; [for sale by the Supt. of Docs., U.S. Govt. Print. Off.] 1973. 17 p. PT8120.H3

A lecture delivered on March 5, 1973, under the auspices of the Gertrude Clarke Whittall Poetry and Literature Fund, as part of the tenth anniversary program of the Children's Book Section at the Library of Congress. Mr. Haugaard, an author and the translator of *The Complete Fairytales and Stories*, talks about the art and skills of translation and, especially, about Andersen's genius as well as his uniqueness as a poet. He sees in Andersen a special combination of strength and weakness and argues that the blend is essential to his art.

See also Haugaard's "The Simple Truth" (*Signal*, no. 11, May 1973: 69–73), which was based on a talk before the British Section of the International Board on Books for Young People. Haugaard concludes with generalizations about Andersen's writing derived from his recent translating of the poet.

167

Hersholt, Jean. EDITOR'S INTRODUCTION. *In* Andersen, Hans Christian. Hans Christian Andersen, the maker of fairy tales. Edited by Jean Hersholt. v. 1. New York, Limited Editions Club, 1942. p. vii-xiv.
PT8116.E5H4, v. 1

The Andersen bibliophile's two-volume edition opens with his appreciation of editor Horace E. Scudder's achievement during 1869–70 in publishing in *The Riverside Magazine* twelve of the thirteen stories (the other in *Scribner's Monthly*) which had, he notes with pleasure, their "first printing in any language." These were later turned over to Danish publishers.

Hersholt states that Scudder was about thirty years old when he began to correspond with Andersen concerning the possibility of translating some of his fairy tales into English for *The Riverside Magazine*, and that Andersen complimented him on his excellent knowledge of Danish, which he had learned in order to ensure having good translations.

168

[Scudder, Horace E.] HANS CHRISTIAN ANDERSEN AND HIS FAIRY LEGENDS. National quarterly review, v. 3, Sept. 1861: 235–251.
AP2.N35, v. 3

The Boston critic who published a dozen of Andersen's later stories written expressly for his *Riverside Magazine* assesses in an essay review the merit of five collections of Andersen's tales published in London (1847, 1860, 1861) and *The True Story of My Life* (1847).

The critique has interest for its analysis of Andersen's skill in recovering traditions and legends from the people and giving them permanent shape and his "positively wonderful" treatment of the "lower orders of intelligence and of inanimate matter."

169

Spink, Reginald. HANS CHRISTIAN ANDERSEN AND HIS WORLD. New York, Putnam [1972] 128 p. illus. PT8119.S57 1972

Chronology; notes on the [115] pictures; index.

The *Times Literary Supplement* (Aug. 11, 1972: 946) described this as "a brief but reliable introduction to Hans Christian Andersen as a man and as a writer." Mr. Spink states in the foreword that the study is "drawn chiefly on Danish sources," and, as a bio-critical piece, takes to task the majority of Andersen's English translators for plodding through Andersen's subtleties while "they or their editors, contending perhaps with poor texts, have altered, adapted and bowdlerized beyond all rhyme or reason."

The volume is attractively produced with many well-chosen illustrations.

See also items 568–573 (under Andersen in the section on Denmark), item 615 (German Federal Republic), and item 781 (Poland).

Ballantyne, Robert M. (1825–1894)

170

Quayle, Eric. BALLANTYNE THE BRAVE: A VICTORIAN WRITER AND HIS FAMILY. [Chester Springs, Pa.] Dufour Editions [1967] 316 p. facsims., ports. PR4057.B15Z83 1967b

In his preface to this substantially detailed, full-life treatment of Ballantyne, the biographer notes that with a small exception "silence shrouds the memory of the author about whom J. M. Barrie wrote: 'Ballantyne was for long my man.'" Thus did this pioneer of the straightforward adventure story set in a factual background—the author known particularly for *The Coral Island* and *Ungava*—appeal to Quayle as a subject for biography.

The Coral Island (1857), read by the author of *Treasure Island,* is believed "almost certainly" to have inspired Stevenson's love of the romantic islands of the Pacific. By the end of the nineteenth century it had been translated into "practically every European language." *Ungava* (1857) was set, so differently, at an outpost of the Hudson's Bay Company on Ungava Bay.

Baum, Lyman Frank (1856–1919)

171

Baum, Lyman Frank. THE ANNOTATED WIZARD OF OZ; THE WONDERFUL WIZARD OF OZ, by L. Frank Baum. Pictures by W. W. Denslow. With an introduction, notes, and bibliography by Michael Patrick Hearn. New York, C. N. Potter [1973] 384 p. illus. PZ8.B327Ac

A bio-critical introduction (p. 11–86), evaluating Baum's writing and controversial status with bibliographical references, marginal notes, and illustrations (photographs and pictures, some in full color, from the many books), precedes a reprinting of the first edition (1899) of *The Wonderful Wizard of Oz.* The many drawings by Denslow are included in two colors and there are twenty-three full-color plates. "The Denslow Appendix" contains more reproductions from his various works, among them "Father Goose" comic pages from the *New York World.*

Bibliographies (p. 365–381) include both chronological and alphabetical checklists of Baum's writings, anonymous and pseudonymous books, published songs, produced and projected plays, short stories and poems, translations and foreign editions, and works about Baum and Denslow.

172

Baum, Frank J., *and* Russell P. MacFall. TO PLEASE A CHILD; A

BIOGRAPHY OF L. FRANK BAUM, ROYAL HISTORIAN OF OZ. Chicago, Reilly & Lee Co., 1961. 284 p. illus. PS3503.A923Z58

By a son of the "Royal Historian," this detailed biography of Baum's personal life, writing, and stage interests furnishes factual background for the history and genesis of the Oz series and its commercial success as books and theater.

173

Sale, Roger. L. FRANK BAUM, AND OZ. Hudson review, v. 25, winter 1972-73: 571-592. AP2.H886, v. 25

An account of how Baum turned from journalism and entrepreneuring in stage business to children's books: *Mother Goose in Prose, Father Goose: His Book,* and, with 1900, the beginning of the Oz books (the second came in 1904, and the others at lesser intervals). "It is all pure and splendid Horatio Alger America," says Mr. Sale, who notes that in writing children's books Baum wanted to offer what he thought of as American fairy tales, but adds that Baum "was not a man of artistic principle, even with his own principles in mind. He wrote hurriedly and he improvized at will. . . ." The analysis concludes with the note that "apparently crushing limitations" are the only defects in his virtues. "And so Baum is to be treasured more than many who seem to have a better claim on our respect and on our imagination."

174

Snow, Jack. WHO'S WHO IN OZ. In collaboration with H. M. Wogglebug. With over 490 of the celebrated Oz illustrations by John R. Neill, Frank Kramer, and "Dirk." Chicago, Reilly & Lee Co. [1954] 277 p. illus. PS3503.A923Z87

A directory of informal introductions to over 630 Oz characters—"people, animals and creatures—with hints on the parts they play" in the thirty-nine Oz books. Appendixes provide highlights of the stories, in chronological order, and biographical sketches of the "authors," including Ruth Plumly Thompson who did nineteen volumes (L. Frank Baum wrote 14), John R. Neill who wrote three and illustrated thirty-five, and Jack Snow, whose contribution is not specified.

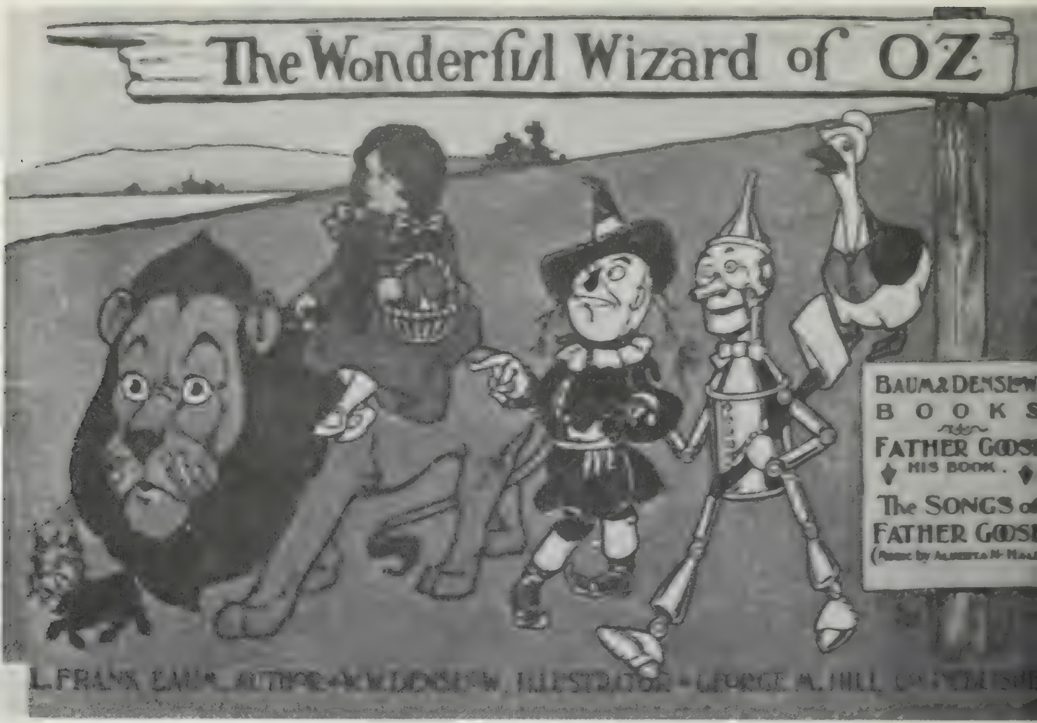
175

Wagenknecht, Edward C. UTOPIA AMERICANA. Seattle, University of Washington book store, 1929. 40 p. front. (port.) (Half-title: University of Washington chapbooks, ed. by G. Hughes, no. 28) PS3503.A923Z8

"Baum's long series of Oz books . . . may even be considered an American utopia."—p. 17.

The author, a literature professor, finds in the long series of Oz books "the first distinctive attempt to construct a fairyland out of American materials . . . an important pioneering work."

He sees the use of machinery, the creation of the characters, and the



Poster advertising The Wonderful Wizard of Oz, *issued by George M. Hill, 1900. Reproduced from Lyman Frank Baum's* The Annotated Wizard of Oz: The Wonderful Wizard of Oz *(New York: C.N. Potter, 1973).*

forces of nature as a characteristically American way of enlarging the resources of fairyland. At the same time Wagenknecht admits the utter lack of distinction of style and often imaginative distinction as well. "Nobody could possibly write fifty volumes of fairy tales and keep up to a high level of imaginative power."

Bland, Edith (Nesbit) (1858–1924)

176

Croxson, Mary. THE EMANCIPATED CHILD IN THE NOVELS OF E. NESBIT. Signal, no. 14, May 1974: 51–64. PN1009.A1S39, no. 14
Bibliography: p. 63–64.

As part of her M.A. thesis, the author, a teacher at a college of education, produced this analysis based on the Nesbit novels and her educational treatise, *Wings and the Child.* It presents a clear view of the realism exhibited in the Nesbit children's books, in which authoritarian adults are condemned and the "wonderfully uninhibited" child characters enjoy the three freedoms of progressive education in Edwardian times—freedom from adults, freedom of individuality, and freedom to play. Comparisons are drawn between Nesbit and such educational writers as Friedrich Froebel, Edmond Holms, and A. S. Neill.

Blyton, Enid (1898?–1968)

177

Stoney, Barbara. ENID BLYTON, A BIOGRAPHY. London, Hodder and Stoughton [1974] 252 p. illus., ports. PR6003.L8457Z87
Bibliography: p. 221–244.

In her foreword Mrs. Blyton's daughter states that this work was intended to be a "story of the life of Enid Blyton: it would not be a book of literary criticism nor would it be a deep and learned psychological study of why she wrote as she did." Thus there is set forth a view of influences from childhood onward which led naturally to her writing of children's stories and poems as a teacher. From her first published volume in 1922 she is seen to have produced by 1940 many books a year, all popular and soon to be widely translated.

Eleven appendixes contain poems, talks, letters, a play, a psychologist's view, and a chronological bibliography.

See also Bob Dixon's "The Nice, the Naughty and the Nasty: The Tiny World of Enid Blyton" (*Children's Literature in Education*, no. 15, 1974: 43–61). This college lecturer examines the third most-translated author in the world ("behind Lenin and the Bible") on the basis of attitudes and values in the content of her books rather than for critical matters of language and story structure, pointing out conflicts of values and a "desperate" lack of imagination and empathy in presenting class allegiance, jingoism, and racialism. In an editorial note Kenneth Sterck (parent and teacher) answers with the separate point of view of the child reading Enid Blyton, seeing that the chichés, unlikely stories, and character stereotypes offensive to some critics are the very features which engage the young reader.

Boston, Lucy (1892–)

178

Robbins, Sidney. A NIP OF OTHERNESS, LIKE LIFE: THE NOVELS OF LUCY BOSTON. Children's literature in education, no. 6, Nov. 1971: 5–16.
Z1037.A1C5, no. 6

The article reflects this college educator's belief in the importance of reading aloud to children and of acquainting teachers with excellence in children's books. Regretting the general unawareness in teachers and parents of the work of writers like Mary Norton, Philippa Pearce, Catherine Storr, Alan Garner, and Lucy Boston, he analyzes the quality of fantasy which has such significance in their work, dealing specifically with the writing of Lucy Boston, whom he considers the most outstanding. He speaks of her sharp vitality of work and image and an important theme in all her books—"the coming together of the old and young." Concluding, he labels her books a classic series.

Buchan, John (1875–1940)

179

Smith, Janet A. JOHN BUCHAN; A BIOGRAPHY. Boston, Little, Brown [1966, c1965] 524 p. illus., ports. PR6003.U13Z78 1966

A seriously researched treatment of this man of immensely varied experiences and professions. Background is supplied from family papers to fill in the gaps of Buchan's autobiography, *Memory Hold-the-Door.*

The critic analyzes *Prester John* (1910) as having echoes of *Treasure Island. The Thirty-Nine Steps* (1915), in her view, aimed to provide "romance where the incidents defy the probabilities." She mentions only briefly Buchan's notable speech before the English Association in 1931, "The Novel and the Fairy Tale" (*The English Association Pamphlet No. 79,* July 1931: 6–16).

The *Times Literary Supplement* reviewer (Sept. 16, 1965: 1250) notes that the author "has perceptive things to say about the thrillers and adventure stories into which Buchan puts the force of his romantic idealism; she mentions the 'eye for country' and the 'sense of weather' which give the books their special flavors."

Appendixes; "List of Books by John Buchan" (p. 476–479); "Sources and References" (p. 480–507); index.

Burnett, Frances Hodgson (1849–1924)

180

Thwaite, Ann. WAITING FOR THE PARTY; THE LIFE OF FRANCES HODGSON BURNETT, 1849–1924. New York, Scribner [1974] 274 p. illus.
PS1216.T5

Bibliography: p. [250]–[255]

A well-documented, evocatively written biography, which fully reveals Mrs. Hodgson Burnett's character and strong personality and explains why *The Secret Garden* and *Little Lord Fauntleroy* achieved their successes. It accounts for her social and economic backgrounds in England and the United States as well as for her literary progress, including the adult books and the dramatization of her more famous works for children. A critic in the *New Statesman* has considered it "a model of what a literary biography should be."

Clemens, Samuel L. (1835–1910)
(Mark Twain)

181

Anderson, Frederick, *and* Kenneth M. Sanderson, *comps.* MARK TWAIN: THE CRITICAL HERITAGE. New York, Barnes & Noble [1971] xvi, 347 p.

(The Critical heritage series) PS1338.A5 1971b
Bibliography: p. 340.

A selection of transatlantic response to Mark Twain's writings intended by the editors to represent "the most important views, significant for their intrinsic critical worth or for their representative quality." The reviews are selected somewhat equally from British and American journals and appear in chronological order, as for *The Adventures of Tom Sawyer* (1876–77), *The Prince and the Pauper* (1881–83), and *The Adventures of Huckleberry Finn* (1884–86).

For abstracts of criticism of *Huckleberry Finn, see also* "20 Years of Criticism: Abstracts" (p. 343–396) and "Selected Bibliographies and Critical Studies" (p. 396–397) in *The Adventures of Huckleberry Finn,* edited by James K. Bowen and Richard Vanderbeets, and introduced by Edgar M. Branch ([Glenview, Ill.] Scott, Foresman [1970] 397 p. PZ3.C59A83).

182

Blair, Walter. MARK TWAIN & HUCK FINN. Berkeley, University of California Press [1973, c1960] xvi, 436 p. illus. (Library reprint series)
PS1305.B5 1973

Bibliography: p. 423–427.

Praised as a well-documented and even "exhaustive" study worth the attention of scholars concerned with the background for the writing of *The Adventures of Huckleberry Finn,* this serves as both history and criticism. It concludes with considerable detail on the publishing history, translations, and successes of the book at home and abroad.

The extensive bibliography includes manuscript material and periodical articles as well as longer studies.

183

Gerber, John C., *comp.* THE MERRILL STUDIES IN HUCKLEBERRY FINN. Columbus, Ohio, Merrill [1971] 121 p. (Charles E. Merrill studies)
PS1305.G4

Bibliography: p. 121.

Assembled here is "a reasonably comprehensive collection of the criticism of *Huckleberry Finn.*" The essays are divided into two parts: "Early Reviews" concerned with the work as a boy's book, and "More Recent Critical Opinion" treating its art as a masterpiece. Included in part 1 is an account of the "fracas" at Concord, Massachusetts, where the book was excluded from the public library as "the veriest trash . . . rough, coarse and inelegant, dealing with a series of experiences not elevating, the whole book being more suited to the slums than to intelligent, respectable people."

184

Kesterson, David B., *comp.* CRITICS ON MARK TWAIN. Coral Gables, Fla., University of Miami Press [1973] 128 p. (Readings in literary criticism, 21) PS1338.K4

Bibliography: p. [126]–128.

Among the contributing scholars aware of both the comic genius and the serious artist behind the comedian are: Joel Chandler Harris, Andrew Lang, Mark Van Doren, and others writing critically from 1882–1940; Henry S. Canby and Edward Wagenknecht among others since 1940; followed by T. S. Eliot (his introduction to *Huckleberry Finn*) and other critics on specific works.

The selected but ample bibliography cites bibliographies, works (by Mark Twain), biographies, and criticism (from four periods).

185

Stone, Albert E. THE INNOCENT EYE; CHILDHOOD IN MARK TWAIN'S IMAGINATION. [Hamden, Conn.] Archon Books, 1970 [c1961] 289 p. PS1339.S7 1970

Originally presented as the author's thesis, Yale.

Includes bibliographical references.

An admirable critical analysis of the use of the theme of childhood by Twain and such other nineteenth-century writers as Nathaniel Hawthorne, Jacob Abbott, Thomas Bailey Aldrich, Frances Hodgson Burnett, Charlotte Yonge, and Louisa May Alcott. Though consideration is given to the writing for children by many others of Twain's contemporaries, of him the scholar says: "To a degree unexcelled by any of the novelists of his generation, he devoted a career to writing about childhood."

In the atmosphere of Nook Farm, a Hartford community where literary neighbors and many visitors (Mrs. Stowe, the Charles Dudley Warners, Mary Mapes Dodge, Thomas Bailey Aldrich, and Joel Chandler Harris) had a professional interest in children's literature and took childhood seriously as a subject for stories and novels, Twain began to write fiction: *The Adventures of Tom Sawyer,* with the "notion of writing a lampoon of the good boy-bad boy convention; *The Prince and the Pauper,* a "blending of historical truth and fanciful imagination" out of an awareness of a growing anglophilia and the influence of Charlotte Yonge; and *The Adventures of Huckleberry Finn.*

Also analyzed are Twain's less famous writings—the fictional outline of his image of boyhood drawn first in "Boy's Manuscript" (then abandoned), the burlesquing of the gap between life and literature as represented by the Sunday School story, and the thrusts at the hypocritical, patriotic parable in the pietistic story (the tradition of Parson Weems). Twain, says the writer, "did not consider . . . that in turning finally to juvenile fiction he had lowered himself."

Collodi, Carlo (1826–1890)

186

Bacon, Martha. PUPPET'S PROGRESS. Atlantic monthly, v. 225, Apr. 1970: 88–90, 92. AP2.A8, v. 225

A bio-critical evaluation of the author of Italy's universally popular *Pinocchio.* Linking Carlo Collodi with two other eccentric bachelor creators of classic fantasies, Andersen and Carroll, the author (a novelist-poet) deduces an evident requirement for the writing of a great book for children: "a volatile mixture of contradictions in the personality and a wide measure of irresponsibility."

The critic notes that Collodi, whose earlier writing in a pedantic tradition was negligible, was urged by his publishers to write a story for children which should "celebrate diligence, deplore idleness . . . [and show] that pleasure-seeking leads to misery . . . . [He] succeeded in writing a wry, elegant, comic, and wistful book." There follows an evaluation of qualities of the language and story, including an unequivocal statement of political allegory.

Colum, Padraic (1881–1972)

187

Bowen, Zack R. PADRAIC COLUM; A BIOGRAPHICAL-CRITICAL INTRODUCTION. With a preface by Harry T. Moore. Carbondale, Southern Illinois University Press [1970] 162 p. (Crosscurrents: modern critiques)

PR6005.038Z6

"Bibliography of the works of Padraic Colum": p. 155–157. Includes bibliographical references.

Considered to be the first major study of the Irish poet-folklorist, this book succeeds in the scholar's aim to place in perspective the entire range of Colum's work. Chapter 5, entitled "Children's Literature," evaluates Colum's contributions in his "World of Epics" (e.g. *The Children's Homer*), "Folk Romance" (e.g. *The King of Ireland's Son*), and "Stories for Younger Children" (books with a single plot line and narrative format, such as *A Boy in Eirinn* and *The Girl Who Sat by the Ashes*).

Of this writing, Bowen states: "[He] invests the legends with the magic of his own storytelling techniques: he adds poetry and his attitude of a kindly storyteller relating to children the lore of their heritage." For such reasons, Colum was commissioned by the Hawaiian legislature to "remake" Hawaiian legends into coherent, interesting stories for school children.

Cooper, James Fenimore (1789–1851)

188

Dekker, George. JAMES FENIMORE COOPER: THE NOVELIST. London, Routledge & K. Paul [1967] 265 p. PS1438.D4 1967

American ed. (New York, Barnes & Noble) has title: James Fenimore Cooper: the American Scott.

The Welsh scholar introduces Cooper's politics and "his assimilation and development of the historical novel as first perfected by Sir Walter

Scott." Cooper was, nevertheless, "very conscious of being an *American* novelist." The text which follows deals in well-documented fashion with Cooper's imitation of Scott and with his use of the prairie, pioneers, and Indian background.

Dekker's collaboration with John P. McWilliams, *Fenimore Cooper—The Critical Heritage* (London and Boston, Routledge and K. Paul [1973] 306 p. PS1438.D38), presents early criticism, some of it recognized as difficult to obtain. Here are Maria Edgeworth's letter of 1823 about *The Spy*, Honoré de Balzac on *The Pathfinder* in 1840, William Cullen Bryant and Francis Parkman on Cooper in 1852 and George Sand in 1856, Mark Twain's "classic demolition" of Cooper in 1895, and Joseph Conrad on Cooper in 1895. An appendix lists chronologically "important journal articles, reviews and notices"; a bibliography lists works which describe critical recognition; index.

189

Tetley-Jones, Ines. SENTIMENTALISM VERSUS ADVENTURE AND SOCIAL ENGAGEMENT; A STUDY OF J. F. COOPER'S LEATHERSTOCKING TALES. Heidelberg, 1970. 137 p. PS1438.T4 1970

Inaug. Diss.—Heidelberg.
Bibliography: p. 132–136.

An analysis of the characters, plots, and philosophy of tales considered to be the first by Cooper which were genuinely American, though not free of sentimental machinery. The scholar points out that Cooper, a master of pace and illusion, created the first "modern" heroines of American fiction, his theme of the past versus the present with an underlying pathos in the lost cause of the Indian, and a fine sense of physical environment. Stilted dialogue, moral emphasis, and simplistic triumphs are seen as weaknesses. The writer adds that the novels which survive have proved that Cooper was a writer for children, that he produced the first Westerns which have caught the imagination of the world, and that he sparked two directions of writing—the Wild West dime novel and the best of future American literature.

Fully documented with notes (p. 11–131) and a two-part bibliography of primary and secondary sources (p. 132–136).

de Angeli, Marguerite (1889–   )

190

de Angeli, Marguerite L. BUTTER AT THE OLD PRICE; THE AUTOBIOGRAPHY OF MARGUERITE DE ANGELI. Garden City, N. Y., Doubleday [1971] 258 p. illus. (part col.), ports. PS3507.E1684Z5

An informal, intimate, and evocative recounting of incidents and influences that turned this Philadelphia artist-author to illustrating and then writing highly successful books (*The Door in the Wall*, a Newbery Medal winner). The stimulus of her children as well as the ethnic and religious cultures in Pennsylvania are seen to have furthered her storytelling, while later travels to the Gaspé, England, Scotland, and the Middle East supplied the necessary background for other works. Tribute is paid to librarians, their associations, and other book-centered groups to whom she often spoke about creating books.

Defoe, Daniel (1661?–1731)

191

Sutherland, James R. DANIEL DEFOE; A CRITICAL STUDY. Boston, Houghton Mifflin [1971] 259 p. (Riverside studies in literature)

PR3407.S8 1971b

Bibliography: p. 247–251.

The longest section in this critical treatment of Defoe's varied achievements as a writer relates to his fiction begun in 1719 with *Robinson Crusoe* (preceding chapters deal with his journalism and poetry). Sutherland notes the extension of an earlier use of the dialogue or conversational method (Defoe's two-part [1715–18] *The Family Instructor*, an example of "guide literature"). In *Crusoe*, series of dialogues are interspersed with short stretches of narrative and comment and have "a firm basis in actuality," though Defoe made up his narrative as he went along in much the same way as an adult tells a serial bedtime story to a child.

de la Mare, Walter (1873–1956)

192

Cecil, Lord David. WALTER DE LA MARE. [London, Oxford University Press] 1973. 12 p. (English Association. Presidential address, 1973)

PR6007.E3Z627

An incisive appreciation, spoken by one for whom de la Mare's work has had a special appeal since his teens. The author notes de la Mare's talent for taking imagery from folk tale and romance, observing nature, and looking backward to childhood. He compares the early years of "a visionary seer" with the later years of "a smiling ruminative sage," and the poetry with the prose.

193

National Book League, *London*. WALTER DE LA MARE; A CHECKLIST PREPARED ON THE OCCASION OF AN EXHIBITION OF HIS BOOKS AND MSS. AT THE NATIONAL BOOK LEAGUE 20TH APRIL TO 19TH MAY 1956. [Folcroft, Pa.] Folcroft Library Editions, 1974. 55 p. illus. port.

Z8223.1.N3 1974

Reprint of the 1956 ed. published for the National Book League at the University Press, Cambridge, England.

This checklist for a notable writer of poems and stories brings together "the titles of all his works published in book form in [England], with certain important American first editions." In addition, the bibliography includes de la Mare's contributions to books by other authors and, with less comprehensiveness, his foreign editions, contributions to periodicals, manuscripts, and musical settings for his works.

Dodgson, Charles Lutwidge (1822–1898)
(Lewis Carroll)

194

Dodgson, Charles L. ALICE IN WONDERLAND [by] Lewis Carroll. Authoritative texts of Alice's adventures in Wonderland, Through the looking-glass [and] The hunting of the snark [with] backgrounds [and] essays in criticism. Edited by Donald J. Gray. New York, W. W. Norton [1971] 434 p. illus. (Norton critical editions) PR4611.A4G7

This single volume offers the scholar a rich collection of material about and by Lewis Carroll. Short biographical excerpts, letters (written about Lewis Carroll, as well as to him and by him), bits from his diaries, reminiscences of those who knew him, and examples of his early poetry help to reveal the man and the writer. In the final section, "Essays in Criticism," nine critics discuss the impact of Carroll's work. A six-part bibliography (p. 431–434) covers: works, letters, and diaries; bibliographies; biography; literary and historical studies; mathematical, philosophical, and linguistic studies; and psychoanalytic studies.

195

Heath, Peter L. THE PHILOSOPHER'S ALICE; ALICE'S ADVENTURES IN WONDERLAND & THROUGH THE LOOKING-GLASS, by Lewis Carroll. Illus. by John Tenniel. Introd. and notes by Peter Heath. New York, St. Martin's Press [1974] 249 p. illus. PR4611.A73H4

Bibliography: p. 244–249.

Seeking "to demonstrate that *Alice's Adventures in Wonderland* and *Through the Looking Glass* are works of unsleeping rationality," the author makes a clear distinction between nonsense and absurdity, noting that "the former neglects or defies the ordinary convention of logic, linguistic usage, motive, and behavior [whereas] the latter makes all too much of them." Thus, he places Carroll with writers of the absurd—unlike Lear to whom Carroll is compared.

He comments further on the "depressingly low" standard of earlier literary criticism, interpretations by allegorists and psychoanalysts, and the need for a guide to "its logico-philosophical content."

196

Hudson, Derek. LEWIS CARROLL. [London] Published for the British Council and the National Book League by Longmans, Green [1966, c1958] 40 p. port. (Bibliographical series of supplements to British book news on writers and their work, no. 96) PR4612.H82 1966

Reprinted with additions to the 1958 bibliography, this bio-criticism offers arresting comments on the origins and values of the *Alice* books, the later verse, and *Sylvie and Bruno,* and interprets the man who "never really outgrew his childhood and . . . was always happiest, as a stammerer, in the company of children."

The selected bibliography (p. 35–40) cites collected editions, selections, separate works in four categories, diaries and letters, and biographical and critical studies.

197

Phillips, Robert S., *comp.* ASPECTS OF ALICE: LEWIS CARROLL'S DREAM-CHILD AS SEEN THROUGH THE CRITICS' LOOKING-GLASSES, 1865-1971. Illustrations by Sir John Tenniel and Lewis Carroll. New York, Vanguard Press [1971] xxvii, 450 p. illus. PR4611.A73P5

Foreword [ix]-xxvii; An Alice Checklist, Selected Criticism and Comment: p. [441]–450.

Poems and essays on *Alice in Wonderland, Through the Looking Glass,* and their creator. In nine sections, the thirty-nine contributions include biographical views by W. H. Auden, Walter de la Mare, and others; comparisons with other writers (such as T. S. Eliot, William Wordsworth, and Mark Twain); philosophical, mythic, Freudian, Jungian, and psychedelic interpretations; commentary on language, parody, and satire (by John Ciardi, J. B. Priestley, and others), and on church and chess.

The compiler in his foreword declares that some of the interpretations are "thoroughly outrageous; others are in themselves finely wrought works of literature about a work of literature . . . some of our finest critics have brought their sensibilities to bear on *Alice,* usually with happy results." A critic in the *Saturday Review* (v. 55, Jan. 15, 1972: 42) recognizes in some selections a heavy-handed, too-serious analysis, but others are "eye-openers." "Carroll's two books will always remain Rorschach tests for each reader," he adds.

Fully illustrated with drawings by John Tenniel and photographs and drawings by Lewis Carroll.

198

Reed, Langford. THE LIFE OF LEWIS CARROLL. [Folcroft, Pa.] Folcroft Library Editions, 1974. 142 p. illus. PR4612.R4 1974

Reprint of the 1932 ed. published by W. & G. Foyle, London.

Affectionate admiration is the tone of a work designed to reveal "the personality, characteristics, sayings and doings of Lewis Carroll" on the 100th anniversary of his birth. Included are humorous anecdotes, recollections of Carroll from former child friends, and quotations from letters and diaries. The concluding chapter describes America's "veneration" for Carroll evidenced by its acquisition of the original manuscript of *Alice* in 1929, although almost negated by its acceptance of "an execrable talking version of 'Alice in Wonderland,' concocted in Hollywood in 1931 by a gang of iconoclasts. . . ."

199

Williams, Sidney H., *and* Falconer Madan. THE LEWIS CARROLL HANDBOOK; BEING A NEW VERSION OF A HANDBOOK OF THE LITERATURE OF THE REV. C. L. DODGSON. First published in 1931, now rev., augm., and brought up to 1970 by Roger Lancelyn Green. New York, Barnes & Noble, 1970 [c1962] xv, 307 p. illus. Z8234.8.W72 1970

Green's additions to the information in the original 1931 bibliographic handbook (revised in 1962 and now reprinted) greatly enlarge the data provided in each section of this scholarly compilation. In his "Supplement to Preface" Mr. Green attributes the majority of entries in the main portion to the first editors.

The first part covers all pieces and editions issued 1845–98 and editions with new material or reprints of exceptional interest, 1898–1960; the second lists ordinary editions issued 1898–1960 with American editions of any date; and the third contains "Memoirs, Reminiscences, Memorials, Bibliographies, &c.," 1898–1960, in chronological order.

An appendix is entitled " 'Jabberwocky,' and other Parodies."

Indexed.

See also item 269 for Ovenden's *The Illustrators of "Alice in Wonderland" and "Through the Looking Glass."*

Edgeworth, Maria (1767–1849)

200

Butler, Marilyn. MARIA EDGEWORTH; A LITERARY BIOGRAPHY. Oxford, Clarendon Press, 1972. 531 p. plates, ports. PR4646.B85

A full, thoroughly documented biography considered by British scholars to be the "most authoritative biography [on Edgeworth] yet published, drawing frequently upon unpublished material." Some chapters are devoted to inheritance and influence (particularly Miss Edgeworth's factual education and work with her father), others with Miss Edgeworth's novels. Chapter 3, "A Novelist for the Nursery" (p. 146–174), reveals clearly the course of her development as "the first English classic writer for children." Here the critic considers the writing done before 1800: contributions to the "fashionable didactic tale," the success of her first intimate, appealing stories in *The Parent's Assistant,* less sure work for older children in *Moral Tales,* and the important collaboration with her father in *Practical Education* (her lightening of his technical matter).

Miss Edgeworth's mastery of the tale is seen to have been a "remarkable achievement in her day," her strength being that she was "both cultivated and a woman" who knew children. Her work for the young is discussed in relation to that of the narrowly didactic Mrs. Trimmer, Eleanor Fenn, and others, including the sharply critical

Thomas Day, while her novel-writing is contrasted to that of her contemporaries Sir Walter Scott and Jane Austen.

Bibliography (p. [501]-509), appendixes (including a note on the subject and her publishers), and index.

201

Harden, Oleta Elizabeth M. MARIA EDGEWORTH'S ART OF PROSE FICTION. The Hague, Mouton, 1971. 258 p. (Studies in English literature, v. 62) PR4647.H27

Bibliography: p. [242]–248.

A study which focuses on Miss Edgeworth's "entire literary career from the viewpoint of the author's craft and of the creative process . . . a close study not only of the tales and novels but also of the minor works, the children's stories, and the works written in collaboration with Richard Lovell Edgeworth."

Detailed analysis of such individual children's stories as "Simple Susan" and "Waste Not, Want Not" from *The Parent's Assistant* indicates the nature and flavor of Miss Edgeworth's writing, the forcefulness of the drawing of "good" and "bad" characters, the supplying of essential information, the choosing of scenes and dramatizing conflicts, the sustaining of moral qualities, and the absence of fairies and magic.

In *Early Lessons* (1801) and its sequels, including *Rosamond* (1821), the writer sees all the weaknesses of a method in which the purpose of instruction is predominant. She describes the mother in "Rosamond and the Purple Jar" as an example of the parents in these stories—"cold, lifeless utilitarians who are nothing more than stage props for the children's learning processes."

202

Newcomer, James. MARIA EDGEWORTH. Lewisburg, Bucknell University Press [1973] 94 p. (The Irish writers series) PR4646.N42

A chapter entitled "Writings in the Service of Education" follows a chronology and a biographical opening, while "A Summary Appraisal" evaluates Maria Edgeworth's total contribution.

The selected bibliography (p. 88–94) helpfully lists in part one stories within volumes of her collections (*Tales and Novels, The Parent's Assistant; or Stories for Children, Early Lessons,* and *Continuations of Early Lessons*) and also gives the locations for "fugitive pieces" found in the collections. Part two lists bibliographies; part three, books of biography and letters; and part four, works of criticism and comments.

203

Pullard, M. MARIA EDGEWORTH'S THE PARENT'S ASSISTANT; THE FIRST EDITION. Book collector, v. 20, autumn 1971: 347–351.

Z990.B6, v. 20

A bibliophile's careful description of details surrounding the discovery "only five years ago" of a unique copy of part II, vol. I of Maria Edgeworth's *The Parent's Assistant* (London, J. Johnson, 1796). Early reviews are noted and a checklist provided for this first edition.

Farjeon, Eleanor (1881–1965)

204

Zeeman, Denise A. ELEANOR FARJEON; A BIBLIOGRAPHY. Johannesburg, University of the Witwatersrand, Dept. of Bibliography, Librarianship and Typography, 1970. 37 p. Z8284.39.Z44

A comprehensive and professionally competent bibliography of works by and about Eleanor Farjeon. The most important of the four sections, a complete list of children's works written by Eleanor Farjeon and subdivided into stories, poetry, and plays, cites reviews for each work. In the second section a comprehensive list of her adult works is subdivided into the same three categories and includes review citations. Material about her is listed in the third section in whatever context or form it appeared in periodicals or books, including reviews, criticism, and autobiographical works. The final, general section covers works that could not be placed elsewhere—her forewords, introductions, and articles about other writers.

A short introduction to the life of Eleanor Farjeon, a title index, and a list of sources are included.

Garner, Alan (1935–)

205

Bartle, F. R. ALAN GARNER. Children's libraries newsletter, v. 8, May 1972: 38–47. GR&B-CBS

A penetrating analysis of Alan Garner's four children's books, detailing early weaknesses in *The Wierdstone of Brisangamen* and *The Moon of Gomrath.* The development in treatment of characters in *Elidor* and the different concept of fantasy is explored. Frequent comparison is made with William Mayne.

Godden, Rumer (1907–)

206

Simpson, Hassell A. RUMER GODDEN. New York, Twayne Publishers [1973] 160 p. (Twayne's English authors series, 151) PR6013.02Z9

A bio-critical study, with a full biographical chapter preceding analyses of stories, poems, articles, the fifteen novels, and the fifteen books for children—written from 1936 through 1972. The writer notes that the "justly famed and frequently honored" children's books (published after 1947) are included "as they are related to the novels in subject, theme or style" (for example, *The Mousewife* is related to characters in two of the novels and the abandoned-child motif is seen in both the novels and in *The Diddakoi*).

Part two of the selected bibliography lists the books for children and young people (including magazine as well as book publication) and in other sections cites the translations of French poetry and writings about Hans Christian Andersen, Beatrix Potter, and literature for children.

Goodrich, Samuel Griswold (1793–1860)
(Peter Parley)

207

Canfield, Helen S. Peter Parley. Horn book magazine, v. 46, Apr.-June, 1970: 135–141, 274–282; Aug. 1970: 412–418.

Z1037.A1A15, v. 46

An illustrated publication of the seventh Caroline M. Hewins-Frederic G. Melcher Lecture given in 1969 on Samuel Griswold Goodrich (whose pseudonym was "Peter Parley"). As a bio-critical study, it presents in part one the background and early work of the Connecticut bookseller-publisher, placing him squarely in his time. Part two covers his travels abroad, his move to Boston, and the production of his many Parley books and *Parley's Magazine*. The conclusion follows him as the American Consul at Paris, author of other books for children, publisher of *Merry's Museum* (for which Louisa May Alcott served briefly as editor), and enraged victim of spurious Parleys published abroad.

The lecturer notes that Goodrich pubished over 170 volumes, 116 of them under the name of Peter Parley ("nothing . . . that will give me a permanent place in literature"). She concludes with: "What should be remembered is that he was chiefly responsible for the elimination of the British background in books for American children. . . ."

Well documented with references to Samuel Goodrich's own *Recollections* (see *Guide,* item 271) and his daughter's writings about him.

Grimm, Jakob L. K. (1785–1863) and Wilhelm K. Grimm (1789–1859)

208

Michaelis-Jena, Ruth. The brothers Grimm. New York, Praeger [1970] xvi, 212 p. illus., geneal. table, ports. PD64.G7M5 1970b

The scholar's introduction to a biographical work summarizes the background of folktale collecting before the search made by the brothers Grimm and prefaces the history of their collecting by noting their main concern to be for accuracy and truth. Though making the mode of expression their own, they "neither embellished incident nor feature of a tale."

A chapter on the *Nursery and Household Tales* describes the writing down of the tales, begun in 1806, and the path to publication, from the first kindling of the brothers' interest by Clemens Brentano (their approach was more scientific than his) and the encouragement of their other professional friend, Achim von Achim, who sought a publisher for them.

A final chapter summarizes the success of the published tales, gives their translations and illustrators, quotes critics on the question of cruelty (Ruskin, Scott, and Lisa Tetzner all firmly on the side of the tales), and notes that this study of folklore stimulated a search for tales in other countries. A summary of nineteenth-century collectors and their published findings concludes the study.

Notes to chapters (p. 190–197); selected bibliography (p. 198–204); genealogical table of the Grimm family; index.

209

Peppard, Murray B. PATHS THROUGH THE FOREST; A BIOGRAPHY OF THE BROTHERS GRIMM. New York, Holt, Rinehart and Winston [1971] xvi, 266 p. group port. PD64.G7P4

The head of the German department at Amherst College prefaces his study by stating: ". . . for the first time [there] emerges a complete picture of these amazingly productive brothers, equally influential as the fathers of modern philology and for their leading roles in early nineteenth-century German Romanticism." An epilogue notes that, like figures from one of their own tales, they became "folk heroes . . . giants in an age of greatness."

The Grimm brothers were librarians by profession, by avocation folklorists, linguists, teachers, and lexicographers. Despite their differences, Jacob, the dedicated, zealous, more experimental scholar and Wilhelm, the more adaptable, gentle, poetic, and humorous man collaborated harmoniously and shared an interest in preserving the local dialect in their native province of Hesse by collecting the fairy and folk tales, myths, and epic poems. Thus, their new perspectives and enthusiasm helped restore pride in their country's heritage. "They had the rare gift of being able to see the German cultural heritage as a whole and to relate it to the entire Germanic past."

Chronological table; selected bibliographies.

See also item 405, *The Brothers Grimm: Folktale Style and Romantic Theories* by Christa Kamenetsky, and item 406, *Once Upon a Time; on the Nature of Fairy Tales* by Max Lüthi.

Guillot, René (1900– 1969)

210

Ludwin, Vivien R. CHILDREN'S BOOKS BY RENÉ GUILLOT; A BIBLIOGRAPHY. Johannesburg, University of the Witwatersrand, Dept. of Bibliography, Librarianship and Typography, 1970. 48 p. Z8374.67.L82

"Compiled in part fulfillment for the requirements of the Diploma in Librarianship, University of the Witwatersrand."

With a short introduction, the first four sections here consist of ninety-six items—books, educational texts, and volumes of selections from this Andersen Medal winner's fiction and folktales—each descriptively annotated and with translations and reviews (from British media and America's the *Horn Book Magazine*) indicated. Three additional titles are cited in languages other than French, for which no original source is named. "Selected Biographical and Critical Material" contains eleven items briefly annotated.

Title index; name index; list of books and journals consulted.

Hale, Sarah Josepha (1788–1879)

211

Entrikin, Isabelle W. SARAH JOSEPHA HALE AND GODEY'S LADY'S BOOK, A DISSERTATION. Philadelphia, 1946. 160 p. PN4900.G6E5

Thesis—University of Pennsylvania, 1943.

Bibliography: p. 137–155.

A well-documented, balanced study of "one of the foremost women of her day . . . [whose] influence extended into the lives of almost every middle class household in the United States." As a "lady editor" (1828–77), Sarah Josepha Hale was one of the first to encourage American men and women to write out of their own knowledge and background. In her own writings she attempted to preserve American legends and Indian lore, as well as historical and revolutionary war materials. She was also known for her work on behalf of charitable enterprises, the education of women and children, and women's rights "within well defined limits."

The scholar concentrates on Mrs. Hale's editorship of the *Ladies Magazine* and the more famous *Godey's Lady Book*, dealing more briefly with her writing for children, such as "Mary's Lamb" and the controversy over its authorship, her writing for and editorship of *The Juvenile Miscellany*, and her textbooks.

Ruth E. Finley's *The Lady of Godey's: Sarah Josepha Hale*, a tribute first published in 1931 by Lippincott and reprinted in 1974 by Arno Press, has two chapters, "A Female Writer" and "Mary's Lamb and Mr. Ford," which concern Mrs. Hale's writings for children, emphasizing the disputed authorship of "Mary's Lamb."

Harnett, Cynthia (1893–   )

211a

Edwards, Tony. 'STORIES NOT HISTORY': THE HISTORICAL NOVELS OF CYNTHIA HARNETT. Children's literature in education, no. 9, Nov. 1972: 24–32. Z1037.A1C5, no. 9

A university lecturer in the sociology of education speaks for "the power of good historical novels to evoke an active and enquiring involvement in the past." He illustrates his theories by pointing, in tribute, to Cynthia Harnett's skill in reconstructing life in a period. Her kind of past is social history rather than great events, though "her characters live conveniently in the orbit of the great" and she presents an "interweaving of public life and private lives." Thus, the author concludes, "Her stories do what the best history does, they recall the dead to *their* life."

Henty, G. A. (1832–1902)

212

Dartt, Robert L. G.A. HENTY, A BIBLIOGRAPHY. Cedar Grove, N.J., Dar-Web [1971] xvii, 184 p. illus. Z8397.47.D37

A brief biography of George Alfred Henty plus an introduction by him from *The Union Jack* precedes "A Blackie 'Publication Date Guide' " (p. xvi-xvii) by Dana T. Herren, assistant librarian of the Osborne Collection (Toronto), and the bibliography (p. 1–179), which contains full publishing and descriptive details for each entry, with notes about parts and magazine appearances. In addition to the many stories, here are Henty's *The Art of Authorship*, *The Ashantees* (a collection of articles), *Chatterbox* of 1912 (for its account of Henty), and other miscellanea. Locations are cited with many references, especially to the holdings of the British Museum and Indiana University.

Index (p. 181–184).

Ingelow, Jean (1820–1897)

212a

Peters, Maureen. JEAN INGELOW, VICTORIAN POETESS. [Totowa, N.J.] Rowman and Littlefield [1972] 112 p. plates. PR4819.P4

An intimate, brief account of the development of the Ingelows' oldest child into a writer of poems and short stories, which began with the Ingelow children's family magazine and the *Youth Magazine*.

The famous *Mopsa the Fairy*, considered by historian Harvey Darton to be "pure, artless fantasy," is believed by the biographer to have been influenced perhaps by *Alice* but not to have been an imitation Wonderland as were so many. Also important, for children, is a second collection of stories, *The Little Wonder Horse*. With these, and her poems and novels, Miss Ingelow at fifty is seen to have become an accepted and popular writer, the friend of Tennyson, Ruskin, and Browning, as well as of the Rossettis, and known for her poetry in America, too.

Bibliography: p. 111–112.

Kipling, Rudyard (1865–1936)

213

Green, Roger L., *comp.* KIPLING; THE CRITICAL HERITAGE. New York,

Barnes & Noble [1971] xvii, 409 p. (The Critical heritage series)
PR4857.G7 1971b

First published in England (1971).

An anthology of views on Kipling which, in numerous pieces, relates to his writing for children: reviews by G. K. Chesterton and others; periodical articles by Alfred Noyes, Brander Matthews, and others; and Harvey Darton's essay on Kipling from his *Children's Books in England.*

Chronological table, select bibliography, and index.

214

Wright, Catharine M. HOW "ST. NICHOLAS" GOT RUDYARD KIPLING AND WHAT HAPPENED THEN. Princeton University library chronicle, v. 35, spring 1974: 259–289. Z733.P93C5, v. 35

A famous relationship, that of Mary Mapes Dodge and Rudyard Kipling, is revealed in this article based on a selection from their correspondence. Here are "the first glimmering of the Jungle Books," the first references to "Kim," "Toomai of the Elephants," and "Rikki-tikki-tavi."

Not only are the stories discussed, but attention is given to the matter of their illustration.

Lawson, Robert (1892–1957)

215

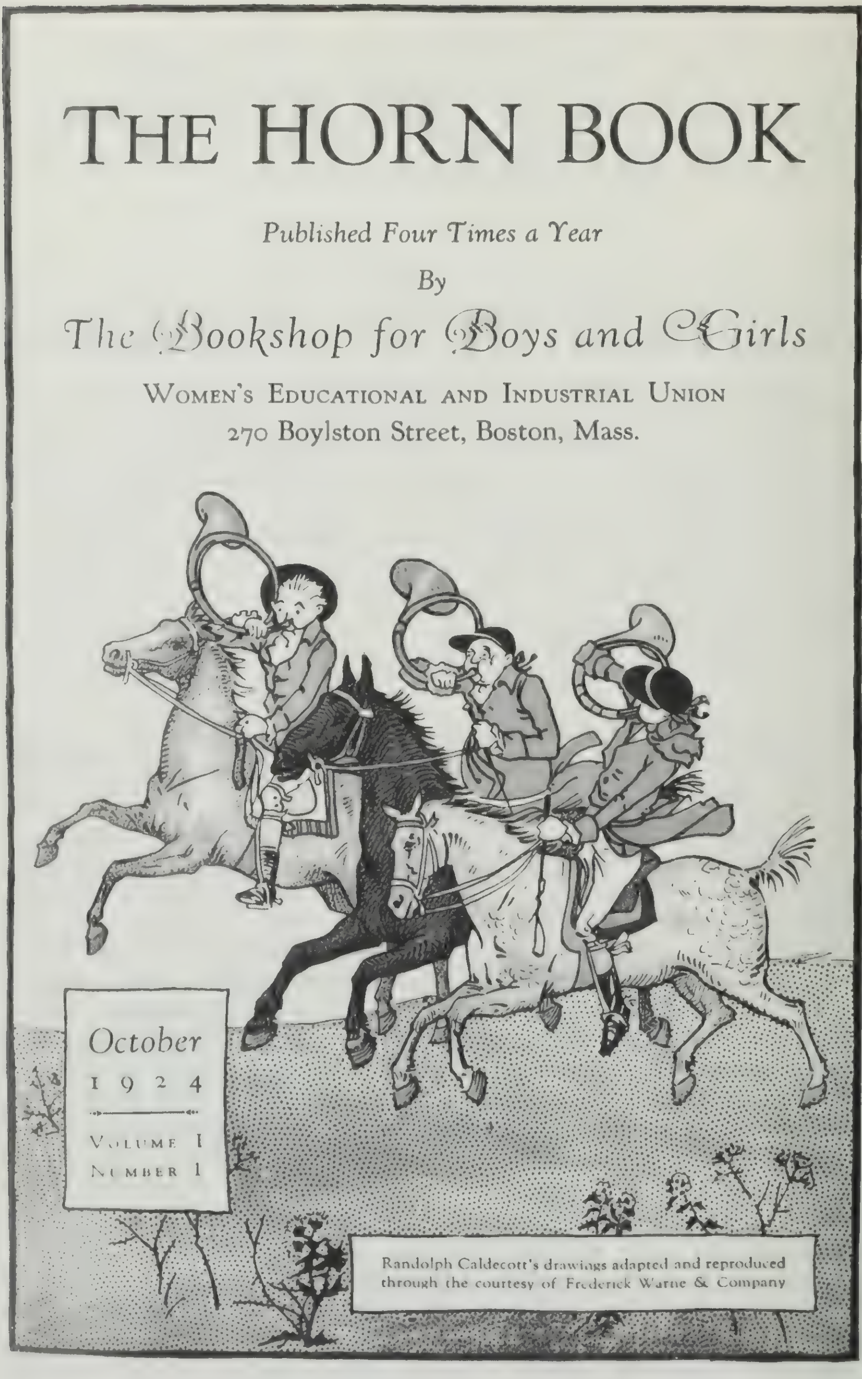
Burns, Mary M. "THERE IS ENOUGH FOR ALL": ROBERT LAWSON'S AMERICA. Horn book magazine, v. 48, Feb-June, 1972: 24–32, 120–128, 295–301. illus. Z1037.A1A15, v. 48

A liberally illustrated Caroline M. Hewins-Frederic G. Melcher Lecture (the last), presented by a New England teacher of children's literature who analyzes provocatively the dual role of this Connecticut author-illustrator.

Mrs. Burns calls attention to Lawson's interpretations of "the theme of America-the-bountiful, the fabulous nature of American storytelling, the modes of American speech, [and] the use of comic narrators" which evoke "a recognizable setting against which many of his best realized characters move and speak with credibility." She notes that "Lawson not only synthesized the manifestations of the American spirit as revealed in the first half of the twentieth century, he also employed the forms, personae, and techniques of certain American literary conventions in a rare blend of fact and fantasy. . . ."

In conclusion, she considers Lawson's ability to convey the sense of characters and place skillfully through descriptive dialogue, and the illustrations which enlarge these self-portraits. Perhaps, she says, in his unhappiness about our ability to solve tangled national problems, "he cultivated humor as one possible antidote against ultimate absurdity."

See also, item 282, *Robert Lawson, Illustrator; a Selection of His Characteristic Illustrations.*



THE HORN BOOK

Published Four Times a Year

By

The Bookshop for Boys and Girls

WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION
270 Boylston Street, Boston, Mass.

October
1924

VOLUME I
NUMBER I

Randolph Caldecott's drawings adapted and reproduced through the courtesy of Frederick Warne & Company

The title page for volume one, number one of the Horn Book Magazine.

Lear, Edward (1812–1888)

216

Orwell, George. NONSENSE POETRY. *In his* Shooting an elephant and other essays. New York, Harcourt, Brace [1950] p. 179–184.
PR6029.R8S5 1950a

A review of *The Lear Omnibus* edited by R. L. Megroz.

Mr. Orwell assigns a special position to Edward Lear as "one of the first writers to deal in pure fantasy, with imaginary countries and made-up words, without any satirical purpose." The poems, he says, "express a kind of amiable lunacy, a natural sympathy with whatever is weak and absurd." Lewis Carroll, he adds, "was less essentially fantastic—and, in my opinion, funnier."

Evaluating Lear's influence, which he sees as considerable, he wonders whether it has been altogether good. "The silly whimsiness of present-day children's books could perhaps be partly traced back to him. At any rate the idea of deliberately setting out to write nonsense . . . is a doubtful one. . . . As a comic draughtsman, on the other hand, Lear's influence must have been beneficial. James Thurber, for instance, must surely owe something to Lear, directly or indirectly."

Le Guin, Ursula (1929–)

217

Scholes, Robert. THE GOOD WITCH OF THE WEST. The Hollins critic, v. 11, Apr. 1974: 2–12.
PS1.H65, v. 11

A critique of Ursula Le Guin's trilogy of science fantasy for young people comparing it, in respect to allegory, with C. S. Lewis's books for children. He is viewed as working out of a "specifically Christian set of values" and she is seen to work "with an ecology, a cosmology, a reverence for the universe as a self-regulating structure"—a more modern and deeper view. "No one, in fact, has ever made magic seem to function so much like science," adds Scholes, "If Ursula Le Guin had written nothing but her three books for young people, her achievement would be secure."

Further analysis here deals with Mrs. Le Guin's newest adult book, *The Dispossessed* (1974).

See also item 96, for Eleanor Cameron's "High Fantasy: A Wizard of Earthsea," and item 144, for Vonda McIntyre's tribute in the preface to Mrs. Le Guin's analysis of demands for the writing of science fiction.

Lewis, Clive Staples (1898–1963)

218

Christopher, Joe R., *and* Joan K. Ostling, *comps.* C. S. LEWIS: AN ANNOTATED CHECKLIST OF WRITINGS ABOUT HIM AND HIS WORKS. [Kent, Ohio] Kent State University Press [1974?] 389 p. (The Serif series:

bibliographies and checklists, no. 30) Z8504.37.C57

In part III of this six-part annotated checklist, under "Fiction and Poetry," sixty-five writings about the Narnia books are cited. These include portions from standard works by May Hill Arbuthnot, Eleanor Cameron, Charlotte S. Huck, Lillian H. Smith, and John Rowe Townsend, along with more numerous, lesser-known reviews, such as Dorothy L. Sayers's in *Spectator,* J. R. Christopher's three-part essay in *Mythlore*, and other articles in folklore and religious journals. Seven additional critical pieces about Lewis's manner of writing are listed under "Children's Literature," and reviews of each of the Narnia books are under "Selected Book Reviews." Also of interest are biographical essays and news items related to the Narnia stories in part II.

Indexes include masters' theses, doctoral dissertations, authors, and works by Lewis referred to in the annotations.

219

Green, Roger L., *and* Walter Hooper. C. S. LEWIS; A BIOGRAPHY. New York, Harcourt, Brace, Jovanovich [1974] 320 p. BX5199.L53G73

An affectionate portrait of the scholar, theologian, and writer of fantasies for children, drawn by two old friends—Roger Lancelyn Green, who had written an earlier brief monograph on Lewis (*see Guide*, item 255) and was Lewis's choice to write a more formal biography, and Walter Hooper, a theologian who acted as Lewis's secretary the last months of the writer's life. In their preface they comment on the immensity of available material, its nature, and unevenness and express their debt to friends for their recollections. They stress that the book is neither a critique of Lewis's works nor an assessment of his place in literature, but rather an attempt to give "as clear a picture as we could capture of his everyday life, of his friendships and interests, and of how he came to write the books." In chapter 10, "Through the Wardrobe," the writing of the Narnia chronicles is presented with revealing insights.

220

Hooper, Walter. PAST WATCHFUL DRAGONS: THE FAIRY TALES OF C. S. LEWIS. *In* Imagination and the spirit; essays in literature and the Christian faith, presented to Clyde S. Kilby. Edited by Charles A. Huttar. Grand Rapids, Eerdmans [1971] p. 277–339. PN49.I55

A detailed account of the Narnia world, its history and characters, in an essay by Father Hooper, personal secretary to Lewis in the last years of his life. He comments on Lewis's juvenilia (the Boxen stories), his pursuit of "Joy," and fondness for mythology. Of particular interest are fragments from Lewis's notebooks, one of which appears to be a forerunner of *The Magician's Nephew,* and Lewis's remark about the beginning of the chronicles: "All my seven Narnian books . . . began with seeing pictures in my head. At first they were not a story, just pictures. The *Lion* all began with a picture of a Faun carrying an umbrella and parcels in a snowy wood." Attention is also given to the Christian elements in the stories.

Lofting, Hugh (1886–1947)

221

Schlegelmilch, Wolfgang. FROM FAIRY TALE TO CHILDREN'S NOVEL. Bookbird, v. 8, no. 4, 1970: 14–21. illus. PN1009.A1B6, v. 8

A bio-critical article "In Honour of Doctor Dolittle's Fiftieth Birthday" centers on *The Story of Doctor Dolittle* and *The Voyages of Doctor Dolittle* with appreciation and analysis of Hugh Lofting's successful fantasy. The critic views the series as changing from mere fantasy to the work of a "reminiscing biographer or historian," thus permitting sequels. Discussing their styles, he stresses that the "formal realism in no way excludes fantastic content."

Lothrop, Harriet Mulford (1844–1924)

222

Johnson, Elizabeth. MARGARET SIDNEY VS. HARRIET LOTHROP. Horn book magazine, v. 47, Apr.-June, 1971: 139–146, 213–320.
Z1037.A1A15, v. 47

The eighth Caroline M. Hewins—Frederic G. Melcher Lecture, given before the New England Library Association in October 1970.

This lively bio-critical piece describes the successful production of the series of twelve books about the Pepper family written by Harriet Mulford Stone Lothrop under the pseudonym of Margaret Sidney. In addition to celebrating *Wide Awake* magazine in which *Five Little Peppers and How They Grew* (1878) and the sequels were serialized, it introduces others who belonged to the Concord, Massachusetts, literary circle.

"Alas!" says the lecturer, "she did not write great literature, but she did write a lot! At least forty books, not to mention short stories and magazine articles."

MacDonald, George (1824–1905)

223

Reis, Richard H. GEORGE MACDONALD. New York, Twayne [c1972] 161 p. (Twayne's English authors series, 119) PR4969.R4

The writer of this analytical study refers to the recent revival of interest in his subject, whose "claim to a permanent place in English literature must probably rest upon his few fantastic, visionary, or symbolic works, for both children and adults." This, he points out, was "out of style" (though fairy tales had much importance) in the golden age of the realistic novel, when MacDonald wrote. The critique deals with events in the author's life, the ideas he "synthesized in an original manner," and the nature of symbolic and didactic literature written by him and others.

McGinley, Phyllis (1905–   )

224

Wagner, Linda W. PHYLLIS MCGINLEY. New York, Twayne Publishers [1971] 128 p. (Twayne's United States authors series, 170) PS3525.A23293Z9

Bibliography: p. 119–124.

Three portions of this bio-critical work center, with discerning comments, on the poet's verses and stories for children, beginning with her work in the 1940s. Then, the study suggests, she showed her greatest insight writing about and for children, since she believed books for children should be as good as those for adults, "perhaps better in that they should have 'accomplished style, honest motivation, characters proficiently drawn'" and "not be subjected to the 'stranglehold' of a pretested vocabulary."

Milne, A.A. (1882–1956)

225

Milne, Christopher. THE ENCHANTED PLACES. [London] Eyre Methuen [1974] 169 p. illus., map, plates, ports. PR6025.I65Z8 1974

American edition: New York, E. P. Dutton, 1975.

A loosely woven account traces first the boyhood of the author, Christopher Robin, and the genesis and development of the Pooh books. Here are introduced the pet animals, the toys, and Ernest Shepard who, looking at the toy Pooh and Christopher, started drawing what he saw. The correspondence, interviews with reporters, gramophone recording, and dramatizations during Christopher Milne's younger school years are reported on further. He remembers that he "quite liked being Christopher Robin and being famous"—until he went to boarding school, lost his Nanny, and saw even less of his parents. Succeeding chapters contain biographical information about his mother, father, and grandfather Milne. The adult Christopher looks back on the pleasant world of his boyhood (the manner in which he and his father "grew up side by side and as we grew so the books were written"), and speaks of later jealousy of his father who had climbed on his infant shoulders to success but left him "nothing but the empty fame of being his son."

For brief criticism of the Milne writings for children, see Thomas B. Swann's *A. A. Milne* (New York, Twayne Publishers [1971] 153 p. [Twayne's English authors series, 113], PR6025.I65Z9).

O'Dell, Scott (1903–   )

226

McCormick, Edith. SCOTT O'DELL: IMMORTAL WRITER. American libraries, v. 4, June 1973: 356–357. Z673.A5B8, v. 4

"There are only a handful of authors working in the U.S. today that share his [Scott O'Dell's] enviable position in the publishing marketplace."

The interviewer (the magazine's assistant editor) and Scott O'Dell look at the difference between writing for children and writing for adults. Mr. O'Dell is winner of the Newbery and Hans Christian Andersen Medals and the German *Jugendbuchpreis* but not, the interviewer notes, of a Pulitzer, a National Book Award, or even the Nobel. She adds later, "You don't see many English departments offering graduate seminars in children's literature, and the reviews in the nation's press seldom are critical or seriously attempting to relate the work to the total literary output of our culture."

Mr. O'Dell tells how he began in the thirties writing historical fiction for adults, but then stopped writing until he felt he had a chance to reach children. He finds it rewarding that a child's book has an extraordinary new life as each generation comes on.

Parley, Peter.
See Goodrich, Samuel Griswold

Pearce, Philippa

227

Rees, David. THE NOVELS OF PHILIPPA PEARCE. Children's literature in education, no. 4, Mar. 1971: 40–53. Z1037.A1C5, no. 4

A college lecturer's detailed critical analysis of this prizewinning English author's exceptional and varied works (only "four novels in fifteen years"). The critic notes, in conclusion, "her work is an expression of her own needs and feelings and values, and it is this that gives it its peculiar strength and appeal."

Two shorter pieces and some television stories are noted, but emphasis is focused on *Minnow on the Say* (the American *Minnow Seeks for Treasure*), *Tom's Midnight Garden* ("regarded by many as the outstanding children's novel of our time"), *A Dog So Small,* and *The Children of the House* (joint authorship with Brian Fairfax-Lucy).

Potter, Beatrix (1866–1943)

228

Godden, Rumer. THE TALE OF THE TALES; THE BEATRIX POTTER BALLET. [London] F. Warne [1971] 208 p. illus. (part col.), facsims., music, ports. PN1997.G56815

A description and interpretation of the Royal Ballet Company's recreation of the tales which used Rumer Godden's scenario based on Beatrix Potter's own words—from the books, the *Journal,* and the letters. Biographical material, production anecdotes, and story details fill the first portion of the book, preceding the ballet story. Rehearsal shots, pictures of costumes and masks, plus forty-two color stills make a lavishly illustrated volume, the designs being those of Christine Edzard and the photographs from the E. M. I. film production.

229

Linder, Leslie. A HISTORY OF THE WRITINGS OF BEATRIX POTTER, INCLUDING UNPUBLISHED WORK. London, New York, Warne, 1971. xxvi, 446 p. illus. (some col.), facsims. (part col.), ports. (part col.)
PR6031.O72Z63

Includes writings by Beatrix Potter.

Assembled in a profusely illustrated volume is a rich collection of Miss Potter's writings. The text is arranged into four parts: letters to children, books—published and unpublished, miscellaneous writings, and appendixes. These include such varied materials as miniature letters written from approximately 1907–12 by Peter Rabbit, Mrs. Tiggy-Winkle, Squirrel Nutkin, and others, personal recollections of Miss Potter by those who knew her, early manuscripts, drafts, preliminary drawings, and an account of Miss Potter's political activities in the election of 1910 when she fought against Free Trade with poster and leaflet of her own design.

Much attention is given the writing of the famous little story books and rhymes. Also discussed are Miss Potter's plays, verse, music (published and unpublished), painting books, fairy tales, "Tales of Country Life," and various newspaper articles on country affairs and farming. Appendixes describe the designing of endpapers for her small volumes, discuss the differing numbers of pages in various editions, and provide notes about first editions. A bibliography of published works includes titles translated into other languages and titles in Braille.

Sewell, Anna (1820–1878)

230

Chitty, *Lady* Susan. THE WOMAN WHO WROTE BLACK BEAUTY: A LIFE OF ANNA SEWELL. London, Hodder and Stoughton [1971] 256 p. illus., facsims., geneal. table, plates, ports.
PR5349.S48Z6

Includes bibliographical references.

A well-researched account of the author of "the sixth bestseller in the English language." Anna Sewell's life is treated in part 2, following an introduction (p. [15]–38) to her remarkable mother, a writer herself. An equal part of the volume treats *Black Beauty* (1877), its immediate and long success and its many imitations. Letters and reviews are quoted and the story analyzed for its influences on later treatment of horses and other animals.

Amply illustrated with portraits and facsimiles.

Sherwood, Mary Butt (1775–1851)

231

Lang, Leonora B. MEN, WOMEN, AND MINXES, by Mrs. Andrew Lang. With prefatory note by Andrew Lang. London, New York, Longmans, Green, 1913. 302 p. PR4878.L15M4

Among the essays by this reteller and adapter of many tales in the Lang color fairy books is "The Fairchild Family and their Creator" (p. 128–142) which inveighs against Mrs. Sherwood's historic *The Fairchild Family:* "intolerable children and their yet more intolerable parents . . . the self-righteous manner cultivated by the Fairchilds." The remainder of the piece, following an entirely negative analysis, is a delightfully presented biographical sketch of Mrs. Sherwood, concluding with ". . . she was immeasurably above anything she has drawn in *The Fairchild Family*."

Sidney, Margaret.
See Lothrop, Harriet Mulford

Stevenson, Robert Louis (1850–1894)

232

Mackenzie, *Sir* Compton. ROBERT LOUIS STEVENSON. London [Morgan-Grampian Books, 1968] 90 p. illus. (part col.), plates, ports. (part col.) (International profiles) PR5493.M18

Biographical rather than critical, this compact résumé of Stevenson's life is filled with details and dates and thirty-eight illustrations to illuminate the brief text.

Chronological summary of events; select bibliography.

Stowe, Harriet Beecher (1811–1896)

233

Graham, Thomas. HARRIET BEECHER STOWE AND THE QUESTION OF RACE. The New England quarterly, v. 46, Dec. 1973: 614–622. F1.N62, v. 46

A perceptive analysis of Harriet Beecher Stowe's role as a humanitarian reformer. The author demonstrates that her antislavery writings made an impact because of her realistic treatment of blacks as human beings. After examining at some length *Uncle Tom's Cabin,* he concludes that though Mrs. Stowe was not able to believe that blacks were the same as whites under the skin, the "universality of her appeal for justice in the name of humanity transcended the question of racial differences."

Stretton, Hesba (1832–1911)

234

Salway, Lance. PATHETIC SIMPLICITY. Signal, v. 1, Jan. 1970: 20–28.
PN1009.A139, v. 1

A bio-critical analysis of the work, character, and influence of the much translated English author Hesba Stretton, whose *Jessica's First Prayer* (1867) was "perhaps the most famous example of evangelical writing for children in the late Victorian period." Dickens is seen to have recognized and encouraged her literary ability, and to have admired in her work the "vivid characterization and the touches of humour."

A list of references is appended.

Sutcliff, Rosemary (1920–   )

235

Inglis, Fred. READING CHILDREN'S NOVELS: NOTES ON THE POLITICS OF LITERATURE. Children's literature in education, no. 5, July 1971: 60–75.
Z1037.A1C5, no. 5

An English educator examines the novels of Rosemary Sutcliff as a case study of the reading of fiction as a social and cultural transaction. Thus he indicates the political nature of literature—not just the clashes and conflicts, wars and parleys of folklore, but the system of responses to a given historical situation at the time of writing. He states that "Rosemary Sutcliff is an honourable representative of her tradition struggling with the idea of change in our time . . . her position as a children's writer makes her a figure peculiarly worth our attention if we could read our own cultural bearings with any accuracy."

236

McMurray, Susan E. ROSEMARY SUTCLIFF: A BIBLIOGRAPHY. Johannesburg, Dept. of Bibliography, Librarianship and Typography, University of the Witwatersrand, 1972. 33 p.
Z8854.6.M3

"Compiled in part fulfilment for the requirements of the Diploma in Librarianship, University of the Witwatersrand."

Because this brings together British and American editions (including some titles not published in the United States), lists foreign-language editions, and cites reviews and articles in both British and American media, the bibliography has a certain usefulness. Works for adults by Sutcliff appear at the end, as do biographical and critical works about her.

Thiele, Colin (1920–   )

237

Thiele, Colin. THE QUALITY OF EXPERIENCE. Children's libraries newsletter, v. 8, May 1972: 48–50.
GR&B-CBS

The author of *Blue Fin,* Australia's IBBY Honor Book for the 1972 Hans Christian Andersen Awards, discusses the influences from his past which accounted for his writing of this realistic sea adventure.

See also (p. 51–55) "Thiele Is Tops; or a Critical Analysis of Colin Thiele's Writings for Children," by Hazel Hume, plus a bibliography and biographical note. Here the critic comments on *Blue Fin* as a "convincing testament to human determination and courage" and a "genuinely funny" book.

Tolkien, J.R.R. (1892–1973)

238

Helms, Randel. TOLKIEN'S WORLD. Boston, Houghton Mifflin, 1974. 167 p. PR6049.032Z66

Includes bibliographical references.

With many quotations from Tolkien's essays, his *Beowulf: the Monsters and the Critics* ([Folcroft, Pa.] Folcroft Library Editions, 1936, 1972. 51 p. PR1585.T6 1972), and "On Fairy-Stories" (*Guide,* item 731), this is a scholarly inquiry questioning why *The Hobbit* and *The Lord of the Rings* are "so appealing, even necessary, to so many people. What is there about them that goes deeper than mere adventure narrative? What are their roots?" The author notes that "It must seem a curious thing that there has been so little serious criticism of the hobbits."

Helms attempts to show how Tolkien has made a myth for the English, because of their having so few and having to live on "foreign borrowings." He asks "What sort of imagination does Tolkien have? What are its strengths and its limitations?" He points to the "mythic" significance of the great work and reasons that contemporary heroic fantasies are so often "vulgar and debasing . . . because . . . [their] themes are unsupported by a resonant image of man. . . . Their authors have done what comes easy."

239

Kocher, Paul H. MASTER OF MIDDLE-EARTH; THE FICTION OF J. R. R. TOLKIEN. Boston, Houghton Mifflin, 1972. 247 p. PR6039.032Z67

Bibliography: p. [227]–228.

A documented study of Tolkien's Middle-earth. Some attention is given to *The Hobbit;* the writer analyzes its content and flaws and points to its being independent of *The Lord of the Rings* "though serving as a quarry of important themes for the larger work." Emphasis throughout the remainder of the study is placed on *The Lord of the Rings*. In a final chapter Kocher discusses Tolkien's other fiction and light verse.

Notes by chapters; index.

240

Melmed, Susan B. JOHN RONALD REUEL TOLKIEN; A BIBLIOGRAPHY. Johannesburg, University of the Witwatersrand, Dept. of Bibliography,

Librarianship and Typography, 1972. 31 p. Z8883.45.M44
Bibliography: p. iv.

An extensive listing of materials by and about Tolkien, drawn largely from English, Canadian, and American sources. The bibliography comprises writings (including prefaces, forewords, translations, and publications edited by him), critical and biographical books and articles, reviews, and foreign translations. An asterisk denotes items not examined by the compiler. Tolkien journals are listed in an appendix.

Similarly arranged, though less inclusive, is Richard C. West's *Tolkien Criticism, an Annotated Checklist* ([Kent, Ohio] Kent State University Press [c1970] 73 p. [The Serif Series, Bibliographies and Checklists, no. 11] Z8883.45.W45). Here the asterisk is used to indicate works of special interest.

241

ORCRIST, no. 5, 1971. 31 p. (Also *Tolkien Journal,* v. 4, no. 3, 1971)
PR6039.032072, no. 5

The third (and expected to be the last) merger of an issue of *Orcrist* (published by the Tolkien Society of the University of Wisconsin) with the *Tolkien Journal* (Tolkien Society of America).

Two bibliographical features have interest for students and critics of children's literature: editor Richard R. West's ample reviews of six published critical works about Tolkien and C. S. Lewis (p. 4–9) and his third supplement (p. 14–31) to "An Annotated Bibliography of Tolkien Criticism" (issues no. 2 and 4 having contained the first two portions). Here are encompassed "Tolkien's Writings," "Critical Works on Tolkien," "Book Reviews," and "Index of Titles."

The next issue of *Orcrist* will be devoted to C. S. Lewis.

242

Stimpson, Catharine R. J. R. R. TOLKIEN. New York, Columbia University Press, 1969. 48 p. (Columbia essays on modern writers, no. 41) PR6039.032Z83
Bibliography: p. 46–48.

Astringent and provocative commentary on Tolkien's writings which attacks his philosophy, sexism ("he makes his women . . . the most hackneyed of stereotypes"), and snobbery. The critic describes *The Hobbit* as "genial, attractive . . . an adventure ballad," somewhat weakened by "stiffness and schoolroom kitsch." *The Lord of the Rings* is treated to a detailed, stylistic, and philosophical analysis. In conclusion the critic states: "Frodo lives, on borrowed time."

Trease, Geoffrey (1909–   )

243

Trease, Geoffrey. LAUGHTER AT THE DOOR; A CONTINUED AUTOBIOGRAPHY. [New York] St. Martin's Press [1974] 186 p.
PR6039.R33Z52 1974

List of books by Geoffrey Trease: p. [185]–186.

In this revealing account of the subject's adult life (following *A Whiff of Burnt Boats; an Early Autobiography,* 1971) there is frequent mention of his writing of children's books, as well as his writing about them (the successful *Tales Out of School,* 1949; rev. ed. 1964), although few pages here relate entirely to these. The list of works by Trease includes fourteen adult novels, travel books, a history, plays, and sixty-four works for young readers.

White, E.B. (1899–   )

244
Sampson, Edward C. E. B. WHITE. New York, Twayne Publishers [1974] 190 p. (Twayne's United States authors series, 232)
PS3545.H5187Z9

Bibliography: p. 175–182.

In this reportedly first study of E. B. White, chapter six, "Stories for Children," offers analyses of *Stuart Little, Charlotte's Web,* and *The Trumpet of the Swan*—"White's longest sustained efforts," says the writer, "and it may well be that he will be longest remembered for these stories." On the last of the three he comments: "Though it never reaches the level of the first two," it is a success; "for another writer it might have been a triumph."

See also Marion Glastonbury's "E. B. White's Unexpected Items of Enchantment" (*Children's Literature in Education,* no. 11, May 1973: 3–11) for her analysis of White's three books for children.

COMPILATIONS OF BIOGRAPHICAL AND CRITICAL SKETCHES

245
Anderson, Hugh. THE SINGING ROADS; A GUIDE TO AUSTRALIAN CHILDREN'S AUTHORS AND ILLUSTRATORS. 3d ed. pt. 1. Surry Hills [N.S.W.] Wentworth Press, 1970. 117 p. ports. PN1009.A1A46 1970, pt. 1

In a series of writings on Australian lore and literature, published with the assistance of the Commonwealth Literary Fund, this compiles pieces written about the background and books of many Australian contributors to children's literature, including a number well known abroad. An historical introduction (p. ix–xiv) by Joyce and Maurice Saxby adds interest. An appendix lists "Children's Books of the Year Awards, 1946–1964."

The compiler adds a note about the need for a supplementary volume to follow.

246

AUTHORS' CHOICE. Stories chosen by Gillian Avery [and others] Illustrated by Krystyna Turska. New York, Crowell [1971, c1970] 216 p. PZ5.A9 1971

First published in London, as was a second volume compiled by Joan Aiken and others (PZ5.A92 1974b). Together these contain literary selections chosen and introduced by thirty-five leading contemporary writers for young people—all British in the first collection and with the Americans Elizabeth Coatsworth, Vera and Bill Cleaver, Andre Norton, and Scott O'Dell adding to the second. Their prefacing notes comprise a limited but interesting body of criticism for stories pleasing to both young and adult audiences. William Mayne presents Tove Jansson, Noel Streatfeild selects Elizabeth Enright, and Rosemary Sutcliff talks about Rudyard Kipling, while in the second book Elizabeth Coatsworth chooses Sarah Orne Jewett, Joan Aiken selects Laurence Housman, Joan Phipson writes about Ernest Thompson Seton, and Jane Gardam on Frank Stockton.

247

De Montreville, Doris, *and* Donna Hill. THIRD BOOK OF JUNIOR AUTHORS. New York, H. W. Wilson Co., 1972. 320 p. illus. (The Authors series) PN1009.A1D45

Continues the work begun by Kunitz and Haycraft in *The Junior Book of Authors* (see *Guide*, item 351) and later expanded by Fuller in *More Junior Authors* (see *Guide*, item 348). This volume includes an additional 255 sketches of authors and illustrators of children's literature whose prominence has been gained chiefly since 1963.

New features include selected lists of works by each author and illustrator, biographical references for each, signatures of biographees (when authorized), and an index combining all entries in this and the two previous volumes.

248

Freeman, Judy. CONTEMPORARY AMERICAN ILLUSTRATORS OF CHILDREN'S BOOKS. With an essay by A. Hyatt Mayor. [Exhibition catalog] Rutgers University Art Gallery. [New Brunswick] Rutgers, The State University, 1974. 72 p. illus. NC975.F73

The catalog for a traveling exhibition of "original paintings, drawings, and prints used in the production of books for children," organized by the Rutgers University Art Gallery in cooperation with the Rutgers Advisory Council on Children's Literature "in order to reveal the high level of art and the universal appeal of children's book illustration in this country."

Thirty-two artists (the show does not intend to be a definitive study of contemporary American children's book illustration) are represented; 155 works of their own choice are either illustrated or named.

A. Hyatt Mayor's introduction, "Pictures for Children" (p. 5–6), surveys changes in attitude through the centuries toward children, their books, and questions of technique and economy in reproducing illustration. The fact that children's books today are the only outlet remaining for imaginative illustration has, he states, meant a higher level of competence than children's books have had before.

The two pages devoted to each artist provide a full-page reproduction facing a biographical paragraph, a personal statement by the illustrator regarding involvement and philosophy, a list with details of medium and source of picture for five works represented in the show, and a citation of further books with their publishing imprints. The reproductions are clear and, except for the cover picture, are in black and white.

249

Hoffman, Miriam, *and* Eva Samuels, *comps.* AUTHORS AND ILLUSTRATORS OF CHILDREN'S BOOKS; WRITING ON THEIR LIVES AND WORKS. New York, R. R. Bowker Co., 1972. 471 p. PN1009.A1H58

Fifty articles, over half of them reprinted from *Elementary English,* supply biobibliographical details for illustrators and authors of children's books. All but five—Edward Ardizzone, C. S. Lewis, Mary Norton, Brian Wildsmith, and Astrid Lindgren—are American.

The treatment of subject varies: adulatory, expansive, concise, or evaluative. Few of the pieces are truly critical. Some writers speak for themselves, for example, Virginia Hamilton, Leo Lionni, the Haders, and the Reys. References accompany a number of the articles, and an editor's note is appended to each and includes "where necessary" honors, awards, and "updated and added biographic information and noted recent books." The appendix lists chronologically in-print and out-of-print English-language titles produced by the authors and illustrators presented in this compendium. Australian, British, and Canadian editions of the children's books listed are cited when they are either first editions or the only editions in print.

250

Hopkins, Lee Bennett. MORE BOOKS BY MORE PEOPLE: INTERVIEWS WITH SIXTY-FIVE AUTHORS OF BOOKS FOR CHILDREN. New York, Citation Press, 1974. xx, 410 p. ports. PN452.H66

A more satisfactory effort to reveal the personality and contributions of individual authors than was *Books Are by People* (Citation Press, 1969. 349 p.). With fewer writers presented (65 instead of 104), Hopkins's interviews this time have a more significant content. However, with its informal tone and variable format for discussion, the book appears to be more for browsing than reference. Bibliographic citations for each author are scattered through a five- to seven-page text, with additional references at the end of each.

251
McDonough, Irma, *comp.* PROFILES FROM IN REVIEW, CANADIAN BOOKS FOR CHILDREN. Ottawa, Canadian Library Association, 1971. 56 p. ports.
Z1378.M32

Twenty profiles of authors of young people's books, written by librarians for *In Review.* They are, says the editor, "descriptive and biographical rather than critical." Among the authors are Clare Bice, Sheila Burnford, Lyn Cook, Lyn Harrington, Christie Harris, Kay Hill, Jean Little, James McNeill, and Dorothy M. Reid.

252
Mauldin, Eugenia. BLACK AUTHORS OF CHILDREN'S BOOKS. Interracial books for children, v. 5, no. 6, 1974: 1, 6–7. GR&B-CBS

"Not a recommended book list" but an identification of sixty-six black writers and their books for children of preschool age through ninth grade.

253
SOMETHING ABOUT THE AUTHOR. v. 1+ Detroit, Gale Research Co. [1971+] illus., ports. PN451.S6

"Facts and pictures about contemporary authors and illustrators of books for young people."

An illustrated reference series, totaling by 1974 six volumes (with a separate cumulative index for the first five), compiled by Anne Commire. Each entry contains a complete bibliography, comments on work in process, and "sidelights" quoted from the subject's own words, following initial biographical and professional facts.

High praise has been given this biobibliographical compendium: "This is the only title which listed a complete bibliography of the author's works, including those for adults, in progress, under pseudonyms, and in periodicals" (*School Library Journal,* December 1972).

254
Ward, Martha E., *and* Dorothy A. Marquardt. AUTHORS OF BOOKS FOR YOUNG PEOPLE. 2d ed. Metuchen, N.J., Scarecrow Press, 1971. 579 p.
PN452.W35 1971

A revised edition, by two librarians of the Free Public Library in Quincy, Illinois, of a 1964 title (see *Guide,* item 355a). It incorporates entries included in both that first edition and a 1967 supplement, plus new material, corrections, and updating—for a total of some two thousand brief biographical entries which appear alphabetically by author's name.

255
——— ILLUSTRATORS OF BOOKS FOR YOUNG PEOPLE. Metuchen, N.J., Scarecrow Press, 1970. 166 p. NC45.W3

A spare compilation of paragraph biographies of 370 contemporary, or at least modern, American, British, and other illustrators of picture books (illustrators of longer books, such as Edwin Tunis and C. Walter Hodges, are omitted). Selections only of works illustrated through 1969 are cited. Included are the briefest data for education and career; dates of birth are often omitted and other dates are missing, except for titles mentioned.

There is a list of Caldecott Medal winners, 1938–70, and a title index.

See also item 120 for John Rowe Townsend's *A Sense of Story.*

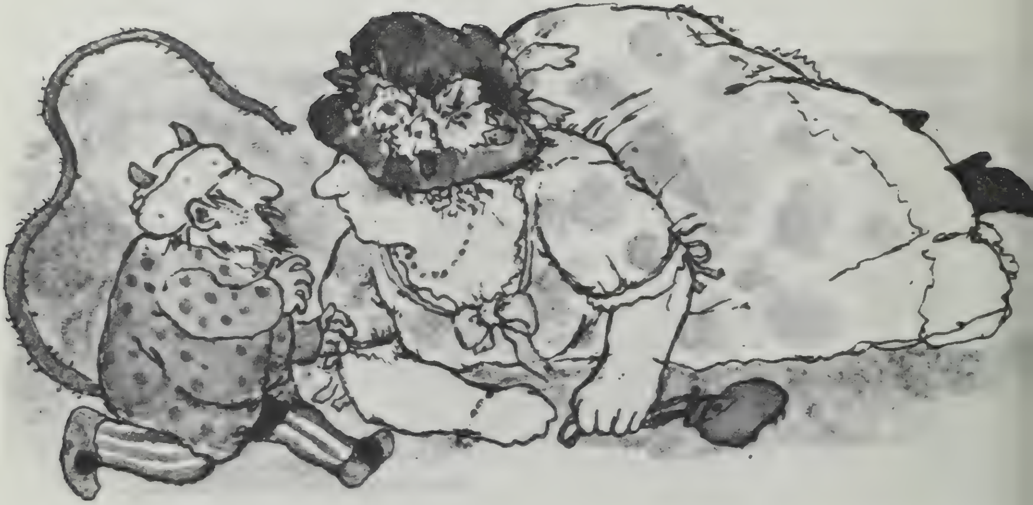


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Illustration

ILLUSTRATING FOR CHILDREN

256

Alderson, Brian W. Looking at picture books, 1973; an exhibition prepared by Brian Alderson and arranged by the National Book League [London, National Book League, 1973] 64 p. illus.

Z1023.A45

Includes index.

The critic's introduction to this provocative exhibition organized by him states his interest: "Instead of simply examining the techniques of a few selected artists, an attempt is being made to consider some of the principles which underlie both the creation of different types of picture books and their critical assessment." He adds that the present exhibition of 379 items aims to show something of the range of current picture books for children, and by juxtaposing selected books it seeks to suggest a critical standpoint for their judgement. Some of his key items are discussed in fuller detail. Alderson points to permanent traditional values in book illustration, such as its harmony and integration with the text of a book.

The groupings of reproductions are as valuable as the notes for comparative study to illustrate dissimilar treatments of similar subjects, fluid spreads and a static page, strip cartoons in varying treatments, framed illustrations of different types, and work ranging from realism to abstraction.

Annotated "Selective Bibliography" of fifty-nine entries (p. 58–61).

"Alderson has given us a set of pragmatic approaches to graft on to our critical stance towards quality in children's books, and so to our selection procedures. . . . Librarians, teachers, parents, all have been put on their mettle for the future." (*YLG News*, v. 18, spring 1974: 14)

See "Looking at Pictures" in *Children's Literature in Education* (no. 14, 1974: 37–51) for Nicholas Tucker's harsher criticism of the catalog.

257

——— Non-sense and sensibility. Children's book news, v. 5, Jan./Feb. 1970: 9–11. Z1037.A1C47, v. 5

A sharp statement about contemporary reillustration of Lear, which the critic finds totally unnecessary, since "unlike Carroll Lear was also a marvelous draftsman and therefore able to fix for his 'nonsense' a unity in the presentation of words and pictures. . . . And, once fixed, this unity takes on a naturalness, an inevitability, that only a very daring or a very stupid artist will attempt to disturb with intrusive ideas of his own."

Alderson does, however, credit Edward Gorey (who "does not attempt any intrusion") as being a model of how to reillustrate Edward Lear, with restrained and sensitive monochrome drawings.

258

American Institute of Graphic Arts. AIGA CHILDREN'S BOOKS 1971/1972. New York, 1973. [64] p. illus. Z1037.A46 1972

For the institute's biennial show of children's books a jury of two publishers and one illustrator (Robert Andrew Parker) chose 100 books published in 1971 and 1972. Each book is given full bibliographical information plus detail of design and has an illustrated page or double-spread reproduced. No evaluative comments are included here.

See also AIGA Children's Books 1969/1970. Here a jury of three publishers and three illustrators chose 134 books, about which Walter Brooks noted the "seemingly high percentage of well illustrated books which suffered from poor design or manufacture," and Charles Scribner, Jr., commented that "there was too much self-consciousness on the part of designers and artists. Good design in a book should be like a clean window through which one can follow the story. . . . As for drawings and other art-work, I confess to a strong prejudice against distortions, grotesque or otherwise, in the treatment of humans and animals."

A catalog, *AIGA 1973/1974 Children's Book Show,* contains along with the usual reproductions and bibliographical citations (for seventy-seven items in this selection) a "Chairman's Statement" and "Jurors' Comments" (six separate statements). For the first time there appears "Children's Comments," with a list of children's choices. "BIB [Biennale of Illustrations in Bratislava] Jury Selections (U.S. Entries for BIB '75)" are listed, as was done also for the 1973 biennial.

259

Children's Book Council, New York. CHILDREN'S BOOK SHOWCASE. [Catalog] v. 1+ 1972+ illus. Z1037.A2C53a

An annual exhibition catalog of the council's shows of illustrated children's books. The thirty-three books represented in the first, held in 1972, were chosen by a jury of two artists and two designers from publishers' submissions of books published in 1971. Succeeding years' catalogs have presented similar numbers.

The Showcase Committee's introduction in the first volume expresses its aim to be "a sort of unofficial Society for the Appreciation and

Conservation of the Truly Beautiful Children's Book . . . before this increasingly rare species disappears completely." The judges also provide an introduction as well as ample commentary for each of the choices. They have stated: "While we in no way presumed to consider the quality of the texts in making our decisions, we could not help but note that weak texts gave illustrators little stimulus and that unfocused fantasizing was no substitute for vivid imagination." The two pages devoted to each book include an illustration, details of production, and paragraphs of critical comment.

Indexed for authors and illustrators.

260

Cianciolo, Patricia J. ILLUSTRATIONS IN CHILDREN'S BOOKS. Dubuque, Iowa, W. C. Brown Co. [1970] 130 p. illus. (Literature for children)
NC965.C5

Bibliography of illustrated children's books: p. 95–122.

An educator's point of view on problems of appraising and using illustrated books for children and recognizing the various media and styles of art.

"The Artists' Media and Techniques" includes treatment of "Painterly Techniques" and "Graphic Techniques" and defines in technical terms a wide range of methods, including such unusual ones as Blair Lent's cardboard cuts and the frequently used color-separation processes (acetate, vellum, or Bourges). Discussion of styles of art considers the representational, expressionistic, cubist, impressionistic, and pointillist, also collages and photography.

261

Freeman, Graydon L. V. LOUIS PRANG: COLOR LITHOGRAPHER; GIANT OF A MAN [by] Larry Freeman. Watkins Glen, N.Y., Century House [1971] 190 p. illus. (part col.) (Library of Victorian culture) NE2312.P7F7

A profusely illustrated (much in color) documentation of the contribution of this "leading color printer of the Victorian Age" and "Father of the American Christmas Card."

As chromolithographer, Prang produced, in addition to innumerable sentimental cards and advertising pieces for adults, much that was intended for children: art education items, illuminated scripture texts for Sunday Schools, "juveniles and toy-books." These last included "extension books" in the Christmas-Stocking Library (among them the engaging *A Visit from St. Nicholas*) and the Doll Series of books in the shape of a doll (such as *Little Red Riding Hood* and *Goody Two-Shoes*). In 1866 he brought out expensive colored books, including *A New Version of Old Mother Hubbard* by Ruth Chesterfield. Inexpensive ones came later, like Prang's Natural History Series which includes *Birds of Prey* by Norman A. Calkins and Mrs. A. M. Diaz (1878). In 1893 he produced the Walter Crane-illustrated *Columbia's Courtship: A Picture History of the*

United States in Twelve Emblematic Designs in Color with Accompanying Verses.

Catalog of Prang picture sale (by artist) with "A Few Biographical Sketches of Some of the Artists Represented."

Author and subject index.

262

GRAPHIS, 155, SPECIAL ISSUE: CHILDREN'S BOOK ILLUSTRATION, V. 28, no. 155, 1972. illus. N8.G73, v. 28

Edited by Heiri Steiner.

Another in the occasional issues of this trilingual bimonthly which focus on graphic design in children's books (see *Guide*, item 374, and *Guide, First Suppl.*, item 197).

Luxuriant layouts of color and black-and-white illustration from books around the world, full-page and small clustered pictures, accompany short essays on American, English, German, Swiss, French, Japanese, Polish, and Czech productions, plus brief summaries for books of Yugoslavia, the USSR, Hungary, Italy, Austria, Scandinavia, and Iran. Among the authorities contributing commentaries are Ursula Nordstrom, John Ryder, Horst Künnemann, Bettina Hürlimann, Dušan Roll, and Franz Caspar.

263

Keeping, Charles. ILLUSTRATION IN CHILDREN'S BOOKS. Children's literature in education, no. 1, Mar. 1970: 41–54. Z1037.A1C5, no. 1

In a conference address, a noted British illustrator analyses the state of modern illustration for children. He accuses publishers, librarians, and reviewers of being basically ignorant of art. Too often, he notes, book illustrations are regarded as something merely to be tacked onto a script, simply to illustrate incidents, instead of being conceived in conjunction with the author, so that the art can evoke moods. He issues a plea and a warning that those who work for children in any medium need a greater sophistication in visual artistry.

264

Kingman, Lee. THE HIGH ART OF ILLUSTRATION. Horn book magazine, v. 50, Oct. 1974: 95–103. Z1037.A1A15, v. 50

A former children's book editor maintains that book illustration can and does fulfill an essential function of art "*to change or intensify one's perception of reality;* and thereby to produce a lasting effect on the beholder." To back her statement that illustration can be high art, she cites parallel examples from contemporary children's book illustration and the work of well-known fine artists. In conclusion she deplores today's situation in publishing which too seldom permits illustrators "the time to develop . . . to create illustrations that will attain the rank of high art."

265

Klemin, Diana. THE ILLUSTRATED BOOK: ITS ART AND CRAFT. New York, C. M. Potter, distributed by Crown [1970] 159 p., illus. (part col.)
NC960.K55 1970

A sequence of evaluative commentaries, summarizing status, style, and particular contributions for each of seventy-four artists who have contributed in the last forty years to books for adults. These are considered in two groups: the "storytellers" and the supportive or supplementary artists who do not confine themselves to specific incidents. The discussion is of value to students and creators of children's books as a sequel to *The Art of Art for Children's Books* (*Guide, First Suppl.,* item 200), because some half of these illustrators have also done work for children's books and among the clear reproductions (eight examples in full color) of each artist's work are some from books customarily shared with children: Bernarda Bryson's for Frank Stockton's *The Storyteller's Pack,* Marc Simont's for Thurber's *The Wonderful O,* and Brian Wildsmith's illustrations for *The Oxford Illustrated Old Testament.*

The author's introduction comments on the history of illustration, the influence of World War II, and the present freedom, concluding with brief explanations of the various mediums, while a final chapter (also illustrated) describes the art and craft of illustration in general and in different mediums, including three different methods for four-color separation. Miss Klemin states: "What brought about the new freedom in book illustration was the success of children's picture books where the increased use of offset printing economically permitted the artist to paint in black wash or in watercolor over the entire page and to integrate the text with the art."

Bibliography (p. [152]–153); index.

266

MacCann, Donnarae, *and* Olga Richard. THE CHILD'S FIRST BOOKS; A CRITICAL STUDY OF PICTURES AND TEXTS. New York, H. W. Wilson, 1973. 135 p. illus. Z1023.M25

A perceptive and essential study, by a teacher of children's literature and an elementary school art director, of picture-book graphics and narrative texts. Emphasizing the young child's obvious sensitivity, curiosity, and interest and the imperative that "no cultural or intellectual deprivation must occur during this period if the child is to reach his full potential in later years," the authors relate the illustration of books to the graphic arts and discuss the writing as well as the pictures in the substantial body of picture-book literature developed in America during the past fifty years. There is considerable meat in their consideration of "Stereotypes in Illustration," "Graphic Elements" (types of illustration as well as the elements to be considered in criticism), "Outstanding Contemporary Illustrators" (artists connected with the mainstream of contemporary graphics and painting), "Book Design,"

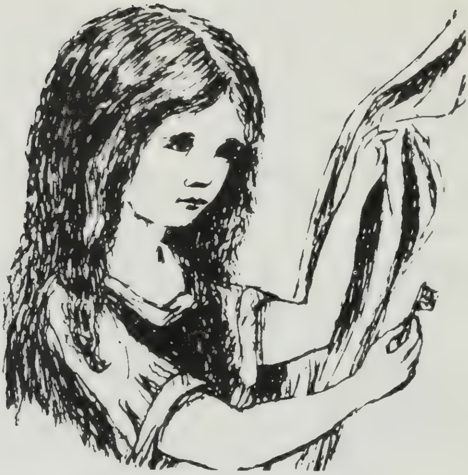


Illustration by Lewis Carroll, from his Alice's Adventures Under Ground, Being a Facsimile of the Original Manuscript *(New York: Macmillan & Co., 1886).*

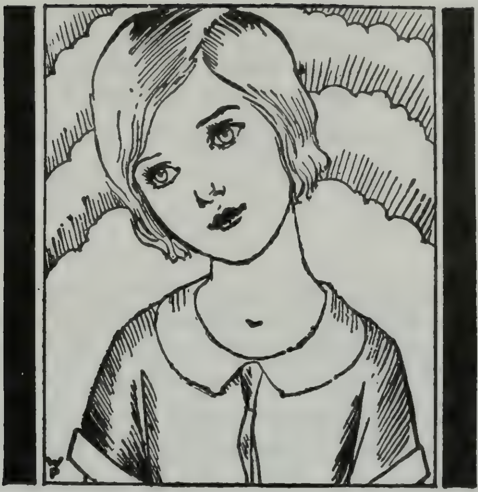
"Literary Elements," "Outstanding Narrative Writers" (again, as for the illustrators, a series of sharp critiques), "Specialized Texts" (including alphabet and counting books, concept books, and appreciations of nature), "The Caldecott Award," and "The Child, the Librarian, and the Critic." There are numerous apt philosophical quotations about art and writing and thirty-two black-and-white reproductions plus seven in full color.

Bibliography of books recommended in the study (p. 125–128); references; index.

267

Muir, Percival H. VICTORIAN ILLUSTRATED BOOKS [by] Percy Muir. New York, Praeger Publishers [1971] xv, 287 p. illus. Z1023.M92 1971

A handsomely illustrated, substantially detailed survey which ranges from chapbooks and two early giants (Thomas Bewick and George Cruikshank) to the great triumvirate (Walter Crane, Randolph Caldecott, and Kate Greenaway), fin-de-siècle artists (F. D. Bedford, J. D. Batten, Leslie Brooke, William Nicholson, and Arthur Rackham), foreign influences (Gustave Doré, Vilhelm Pedersen, Otto Speckter, Ludwig Richter, and Wilhelm Busch), and American landmarks (books illustrated by A. B. Frost, Reginald Birch, and Howard Pyle).



From Alice's Adventures in Wonderland *by Lewis Carroll, illustrated by Willy Pogany. Copyright, 1929, by E. P. Dutton & Co., Inc.; renewal © 1957 by Mrs. Willy Pogany. Reprinted by permission of the publishers, E. P. Dutton.*

With attention to media and printing processes, the author states that his work is "not a study of a 'school' but rather a chronicle of what went on during Victoria's long reign." It includes the work of artists who reached their zenith before the reign began. He agrees with Ruari McLean's claim that it was the last period of hand-worked painting and illustration processes in commercial book production. The high level of craftsmanship and the infrequent cheapness of production are noted.

Chapter bibliographies (annotated) of works about the artists and added lists of books illustrated by them provide valuable documentation for the essay material, which is fully indexed.

268

National Book League, *London.* THE FRANCIS WILLIAMS BEQUEST, AN EXHIBITION OF ILLUSTRATED BOOKS, 1967–1971; selected by John Harthan [and others] London [1972] 51 p. illus., ports. Z1023.N36

An illustrated catalog designed by Ruari McLean for a National Book League–Victoria and Albert Museum exhibition of the first quinquennial contenders, 1967–71, for the Francis Williams Book Illustration Award (prizes for the best illustrated books originating and published in Great Britain). Chosen from some ninety-five artists exhibited (the majority with children's books), Michael Foreman and Ralph Steadman received top prizes, five others received smaller monetary awards.

As in the American annual Showcase and biennial A.I.G.A. exhibition catalogs for graphic excellence in illustrated children's books (*see* items 258 and 259), publishing specifications are given; here, however, they are inconsistently provided for binders and printers and the names of book designers are missing, except for a few instances of a title page designer being named.

269

Ovenden, Graham, *comp.* THE ILLUSTRATORS OF ALICE IN WONDERLAND AND THROUGH THE LOOKING GLASS. With an introduction by John Davis. London, Academy Editions; New York, St. Martin's Press, 1972. 103 p. illus. (part col.), port. PR4611.A73O9 1972

With over a hundred artists to choose from—their treatments ranging from the "surrealistic to the mundane"—Davis notes that "contemporary events and attitudes are frequently reflected." Many of the artists, but not all, are represented here, some with numerous pictures reproduced (as Peter Newell, Mervyn Peake, and Willy Pogany). Leonard Weisgard is not represented, though he is listed. An interesting succession of reproductions groups various interpretations of the same character, incident, or situation. The introduction includes brief biographical matter for Carroll and Tenniel.

Bibliography of illustrated English-language editions.

270

Whalley, Joyce Irene. COBWEBS TO CATCH FLIES; ILLUSTRATED BOOKS FOR THE NURSERY AND SCHOOLROOM, 1700–1900. London, Elek [1974] 163 p. illus. (part col.), facsims. (part col.) NC965.W47

A survey prepared by a National Art Library specialist, Victoria and Albert Museum, and based chiefly on early children's books in its collection.

Proceeding from generalities in an opening chapter "On the Illustration of Children's Books," the author considers works by type or subject: alphabet books, reading books, counting books, religious instruction, moral improvement, history, geography and travel, street cries and occupations, natural history and science, grammar, music, and languages. While indicating general developments in publishing which parallel the social history relevant to each kind of book, each prefatory essay has lively commentary highlighting specific books and the entertainment as well as the instructional and moral purposes of the genre under consideration. The author analyzes the state of illustration and bookmaking for each type and provides a handsome complement of 155 pictures (sixteen pages in full color). In company with the text, these represent American publications and some French, German, and British.

Bibliography of books on the history and other aspects of early children's books (English and foreign) and books for children, by chapter (each also in two sections); short list of selected collections of children's books; list of plates; index of publishers; and general index.

CRITICAL APPRAISALS OF INDIVIDUAL ILLUSTRATORS

Ardizzone, Edward (1900–)

271

Alderson, Brian W. EDWARD ARDIZZONE, A PRELIMINARY HAND-LIST OF HIS ILLUSTRATED BOOKS, 1929–1970. [Pinner] Private Library, 1972. 64 p. illus. NC978.5.A7A79

Limited edition of 500 copies.

Includes index.

Undertaken with "a modest desire to produce a brief record of Edward Ardizzone's complete work as a book illustrator to celebrate his 70th birthday in 1970."

The main body of the bibliography, 151 numbered items, has evaluative commentary (noting, for instance, the "remarkable blend of freedom and precision that characterizes much of his work") and full bibliographical information, including details of number and media for illustrations and color for bindings. A supplement cites fourteen advertising brochures and film studio work.

A bibliography of writings by and about Ardizzone precedes the hand-list. Twenty-six black-and-white reproductions are interspersed. Keyed to entries in Alderson's bibliography are many items under "Book Illustration" in the catalog for *Edward Ardizzone, a Retrospective Exhibition* [at the] *Victoria & Albert Museum, 15 December 1973 to 13 January 1974* [selected, arranged and cataloged by Gabriel White] ([London] Victoria & Albert Museum, 1974, 32 p. N6797.A72W45).

272

Ardizzone, Edward. THE YOUNG ARDIZZONE; AN AUTOBIOGRAPHICAL FRAGMENT. London, Studio Vista [1970] 144 p. illus.

NC978.5.A7A3 1970

Sketches on almost every page by this famous English illustrator and creator of the "Little Tim" picture books make attractive his autobiography, covering the first three decades of his life in England from five years after his birth in French Indo-China to 1936 when he was "fairly launched on his career." The reminiscences have an informal intimacy that evokes a vivid picture of the people in his young life. "Born to be teased and bullied," Ardizzone's lower school days held much of torture, but blissful hours at the docks of Ipswich were to bear fruit in the creation of Little Tim. The total account becomes an engaging view of English childhood and youth in a spirited family circle.

Baynes, Pauline (1922–)

273

Moss, Elaine. Pauline Baynes: mistress of the margin. Signal, no. 11, May 1973: 88–93. PN1009.A1S39, no. 11

A bio-critical account of the artist's background and style of work in the critic's series on British authors and illustrators. "A versatile and scholarly illustrator," contributing much in medieval style and recognized as the "supreme mistress of the margin," she is viewed as believing that the illustrator should be always in the service of the author.

For others presented, *see* "Pat Hutchins: A Natural" (no. 10, Jan. 1973), "Chiyoko Nakatani" (no. 12, Sept. 1973), "Barbara Sleigh: The Voice of Magic" (no. 8, May 1972), and "Barbara Willard and *The Grove of Green Holly*" (no. 7, Jan. 1972).

Bewick, Thomas (1753–1828)

274

Kirkup, James. A Bewick bestiary. [Illustrations by Thomas Bewick. Ashington] Mid Northumberland Arts Group, 1971. [48] p. illus. (North now, no. 4) PR6021.I64B4

An English writer's poems about animals are appropriately illustrated by Thomas Bewick's pictures. Thus brought together are thirty-five famous prints of such domestic animals as the Chillingham bull, Arabian horse, common cart-horse, long-horned cattle, and ram, and such wildlife as the gnu, cameleopard, ternate bat, and snowy owl.

The book omits citation of original book or other sources for the reproductions.

275

Roscoe, Sydney. Thomas Bewick—a bibliography raisonné of editions of the General history of quadrupeds, the History of British birds and the Fables of Aesop issued in his lifetime. Folkestone, Dawsons, 1973. xxx, 198 p. illus., facsims. Z8092.5.R68 1973

Bibliography: p. xxix–xxx.
Includes index.
Reprint of 1953 ed.

A definitive bibliography of highly specialized interest which contains an analytical introduction (p. xv–xxvii) surveying earlier published catalogs and works about Bewick. The illustrated chapters have full bibliographical descriptions for editions of the *General History of Quadrupeds*, the *History of British Birds* (volumes 1 and 2: *Land Birds* and *Water Birds*), and the *Fables of Aesop*.

Seven detailed appendixes complete the documentation.

276

Standard, Paul. CONSERVATIONISTS FIND CONTEMPORARY INTEREST IN BEWICK PRINTS. Publishers' weekly, v. 199, Mar. 8, 1971: 60–62. illus.
Z1219.P98, v. 199

An article occasioned by the Newberry Library's publication (Chicago, 1970) of a limited edition of a portfolio of 100 Thomas Bewick wood engravings printed from the original blocks. In 1945, twenty-four impressions made thus from other blocks for a portfolio went out of print immediately.

The fully illustrated piece emphasizes Thomas Bewick's love of the countryside and mentions his deploring of the abuse of lands, forests, and waters and his advocacy of a rational policy for their careful use and preservation.

Bewick—whose 1,300 blocks were sold to all parts of the United States after their purchase as a lot at Sotheby's—is regarded by the *Times Literary Supplement* as being "handsomely honored in another country."

Burton, Virginia Lee (1909–1968)

277

Kingman, Lee. VIRGINIA LEE BURTON'S DYNAMIC SENSE OF DESIGN. Horn book magazine, v. 46, Oct.-Dec., 1970: 449–460, 593–602. illus.
Z1037.A1A15, v. 46

With many illustrations from *Calico the Wonder Horse; or, The Saga of Stewy Stinker, Life Story, Song of Robin Hood,* textile designs, and the 1965 *Horn Book Calendar,* one of Virginia Lee Burton's former editors at the Houghton Mifflin Company discusses in clear, sharp terms this New England artist's "ability to combine design, illustration, and text in a manner distinctively her own." Singling out her "exuberant sense of movement and the clear ability to depict it," Kingman focuses on *Mike Mulligan and His Steam Shovel, Calico, The Little House,* and *Katy and the Big Snow,* and concludes with a tribute to the full-color achievement in *Life Story,* her "final, all-encompassing achievement."

Caldecott, Randolph (1846–1886)

278

Caldecott, Randolph. ORIGINAL WOODBLOCKS, DRAWN BY RANDOLPH CALDECOTT & ENGRAVED BY EDMUND EVANS. [Yucaipa, Calif.] Gail Klemm—Books, 1972. [35] p. (incl. cover) illus. NC978.5.C3E9

Cover title. "Catalogue three."

Sale catalogue of a collection of woodblocks for the illustrations for The diverting history of John Gilpin (1878), Sing a song for sixpence (1880), Hey diddle diddle (1882), Baby Bunting (1882), and The babes in the wood (1879).

Bibliography: p. [2].

Brief biographies of Caldecott and Evans, a description of their techniques of woodcutting and printing, and a short bibliography preface this dealer's catalog, which contains a clear reproduction for each of the sixty-nine items in "a rare and historically significant collection of original woodblocks, engraved by Edmund Evans for four of Randolph Caldecott's earliest Picture Books."

The collection reflects work of the years 1878–82, the start of Caldecott's association with Evans.

Cox, Palmer (1840–1924)

279

Cummins, Roger W. HUMOROUS BUT WHOLESOME; A HISTORY OF PALMER COX AND THE BROWNIES. Watkins Glen, N. Y., Century House [1973] 254 p. illus. PS3505.O9633Z6

Biographical chapters attempt to relate Cox's verses, drawings, and cartoons to "a sense of the ridiculous, love of satire, and keen eye for the strengths and foibles of human nature," and they indicate a wide printing in the magazines. This included the "most distinguished" *St. Nicholas* where he began to write about and draw Brownies, their stories to be published in book form in 1883.

The second half of this unscholarly treatment comprises useful documentation in footnotes; illustrations (many covers, single pages, and sequences reproduced); a bibiography of the books, magazine contributions, and secondary sources; and an index.

Doyle, Richard (1824–1883)

280

BEAUTY AND THE BEAST; A MANUSCRIPT, BY RICHARD DOYLE. New York, Pierpont Morgan Library, 1973. [42] p. illus. NC978.5.D68B42

In addition to discussing aspects of Doyle's life and work, a foreword by Director Charles Ryskamp notes the scope and special treasures of the Pierpont Morgan Library's collection of Victorian autograph manuscripts. Among them is this one by Richard Doyle, "one of the greatest Victorian illustrators." The collection of children's books and manuscripts of which this is a part ranges from Perrault's "Mother Goose's Tales" to the manuscripts of Saint-Exupery's *Le Petit Prince* and E. B. White's *The Trumpet of the Swan.*

The thirty-six-page facsimile of the fairy tale has fine-line drawings on all but two pages.

Frasconi, Antonio (1919–)

281

Frasconi, Antonio. FRASCONI: AGAINST THE GRAIN; THE WOODCUTS OF

Antonio Frasconi. With an introduction by Nat Hentoff and an appreciation by Charles Parkhurst. New York, Macmillan [1974] 159 p. illus. NE1112.F72A45

Among the 216 large and small reproductions of Frasconi's woodcuts—from posters, portfolio prints, and books—are pictures from his *Bestiary/Bestiario* by Pablo Neruda (1963), *12 Fables of Aesop* (1954), *The House That Jack Built* (1958), *The Snow and the Sun/La Nieve y el Sol* (1961), and *See and Say; a Picture Book in Four Languages* (1955).

Nat Hentoff's informal introduction presents a picture of Frasconi at work as well as the artist's own comments on growing up in Uruguay, studying with Kuniyoshi, and his subsequent career.

Lawson, Robert (1892–1957)

282

Lawson, Robert. Robert Lawson, illustrator; a selection of his characteristic illustrations. With introduction and comment by Helen L. Jones. Boston, Little, Brown [1972] 121 p. illus.
NC975.5.L3J6

The only creator of children's books to have won both the Newbery and Caldecott Medals is seen here through the gathering of more than a hundred examples from thousands of his book illustrations. His book editor at Little, Brown in Boston made the selection and provided the caption quotations and sources as a "personal and affectionate tribute, sufficiently broad in scope to serve as a guidepost for further research" (*Horn Book Magazine* review, v. 48, Dec. 1972: 607–609). Introductions to the book's several sections clearly interpret the artist and his work, while a final chapter presents vital statistics and techniques.

Each beautifully reproduced illustration is printed in the same size in which it appears in its book; two etchings are reduced as noted.

Bibliography: p. 119–120; title index.

See also, item 215.

Rackham, Arthur (1867–1939)

283

Darrell, Margery, *comp.* Once upon a time; the fairy tale world of Arthur Rackham. New York, Viking Press [1972] 296 p. illus. (A Studio book) PZ5.D23On

With a bio-critical preface (p. 7–12) and many color illustrations, drawings, and silhouettes from works by Rackham, this view of the English artist's contribution to children's book illustration is attractively offered. The compiler notes Rackham's belief in the "function of the illustrator to be highly personal and independent: the artist was the author's 'partner, not servant.' "

Works represented comprise *Rip Van Winkle*, "Seven Fairy Tales" (Grimm), *Alice's Adventures in Wonderland*, "Three Tales from Shakespeare," *A Christmas Carol* (Dickens), "Fables" (Aesop), and *Peter Pan in Kensington Gardens*.

284

Latimore, Sarah B., *and* Grace C. Haskell. ARTHUR RACKHAM; A BIBLIOGRAPHY. New York, B. Franklin [1970] 98 p. illus., port. (Burt Franklin bibliography and reference series, 348. Art history and art reference, 31) Z8730.33.L35 1970

Reprint of the 1936 edition.

An attempt by these self-styled "amateur bibliographers" to fill the need of collectors for a comprehensive list of Rackham's published work, including his early books and magazine illustrations. Of the latter, the preface notes the impossibility of finding all the early work of which the artist himself informed the bibliographers.

Following a brief biographical sketch comes a record of Rackham's books, "an imposing array of classic tales and contemporary writings," 1893–1936; a list of the magazines, by issue, in which his work appeared, 1893–1934 (his first, he declared, was in *Scraps* in 1884); a list of dust wrappers, commercial and theater work, and other items; and, by title only with date, children's books, 1896–1934. A concluding section reproduces eight illustrations from Arthur Rackham's first book and advertisements.

Sendak, Maurice (1928–   )

285

Sendak, Maurice. FANTASY SKETCHES. Philadelphia, Philip H. & A. S. W. Rosenbach Foundation, 1970. [14] l. (chiefly illus.) NC139.S4.A45

"This book was first published on the occasion of an exhibition of original drawings and other materials illustrating the art of Maurice Sendak at the Philip H. & A. S. W. Rosenbach Foundation."

In his introduction to this sampling of his many drawings created in the 1950s, the author notes that they "hint of themes that later were developed in my books for children" and could be called "fantasy sketches, stream-of-consciousness doodles; dream pictures, and probably most apt, homework drawings." For most of the series, the title of a musical composition which accompanied the creation is appended along with date.

The catalog *Maurice Sendak; Zeichnungen 1953–1970*, distributed in connection with an exhibit of original Sendak drawings at the Galerie Daniel Keel in Zurich, 1974, has a similarly charming series of sketches drawn both from works illustrated and sometimes also written by the artist for children and from his opera, ballet, and marionette drawings, and illustrations for Dickens and Balzac.

From Alexander and the Magic Mouse *by Martha Sanders. Copyright © 1969 by Martha Sanders. Illustrated by Philippe Fix. Used with permission of McGraw-Hill Book Company.*

286

——— I DON'T WRITE CHILDREN'S BOOKS—I JUST KNOW WHAT IS IN MY HEAD. Yale alumni review, v. 35, May 1972: 6–9. LH1.Y2A43, v. 35

Adapted from a radio interview conducted by Katharine R. Lustman when the artist-author was coteaching with Elizabeth Francis a seminar on children's literature at Yale University. The questions elicit from the illustrator his views on books intended to teach (". . . if you are a creative artist you don't stop to think of what you are conveying."). He deplores the paucity of original new writing for children and notes the attraction of the picture book for artists who "can use it as a showcase or a portfolio, and the writing goes by the boards." Here he comments that "a picture book is one of the hardest forms to work in."

See also this Andersen Medal winner's acceptance speech for the illustrator award in 1970, in which he discusses the roots of his illustrating and writing career (*Bookbird*, v. 8, no. 2, 1970: 6–7, 9).

287

——— QUESTIONS TO AN ARTIST WHO IS ALSO AN AUTHOR; A CONVERSATION BETWEEN MAURICE SENDAK AND VIRGINIA HAVILAND. Washington, Library of Congress, 1972. 263–280 p. illus. PS3569.E6Q4

Cover title.

Based on a transcript of a discussion held at the Library of Congress, November 16, 1970. Reprinted from the Library's *Quarterly Journal* (v. 28, Oct. 1971: 263–280).

Presented here through questions and answers are some of Maurice Sendak's ideas about children's books, expressed in a National Children's Book Week Program sponsored by the Gertrude Clarke Whittall Poetry and Literature Program. Virginia Haviland, Head of the Library's Children's Book Section, elicited the author-artist's comments on such topics as the importance of books to him as a child, his utilization of his own childhood in his books, his favorite writers for children, the art of illustration, the differences, if any, between illustrations for children and those for adults, and his views of the picture-book art in other countries.

See also item 361 for Sendak's article, "On the Importance of Imagination."

Wyeth, N. C. (1882–1945)

288

Wyeth, Newell C. N. C. WYETH, THE COLLECTED PAINTINGS, ILLUSTRATIONS, AND MURALS. By Douglas Allen and Douglas Allen, Jr. With a foreword by Paul Horgan and an introduction by Richard Layton, New York, Crown Publishers [1972] 335 p. illus. (part. col.)
ND237.W94A79 1972

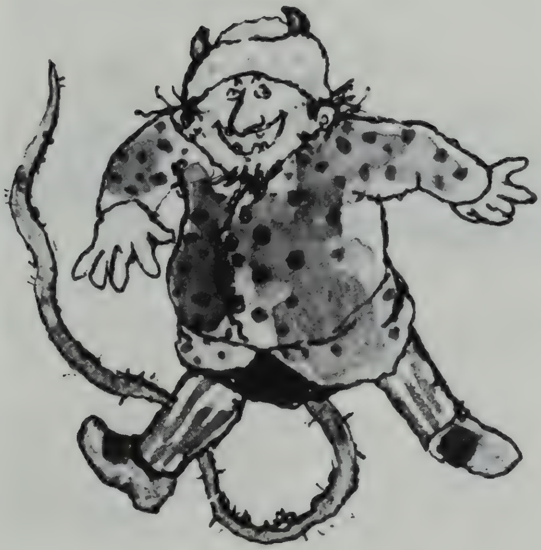
"A bibliography of the published works of N. C. Wyeth": p. [193]–317. A biobibliographical presentation of the artist, with lavish provision of reproductions (many in color). Chapter 7, "The Classics" (p. 122–179), reveals the success of Wyeth's illustration for *Treasure Island,* other novels by Stevenson, and many additional titles in the Scribner Illustrated Classics series as well as other publications. The inclusion of quotations from Wyeth himself about his work gives added interest.

289

——— THE WYETHS; THE LETTERS OF N. C. WYETH, 1901–1945. Edited by Betsy James Wyeth. Boston, Gambit, 1971. 858 p. illus.
ND237.W94A3

Illustrated with reproductions and photographs, this compilation of letters contains discussions of the artist as a creator and reveals Wyeth's concern with the difference between illustrating and painting.

See also item 56 for *The Brandywine Heritage.*



Reproduced with the permission of Farrar, Straus & Giroux, Inc., from Duffy and the Devil *by Harve Zemach with pictures by Margot Zemach, copyright © 1973 by Farrar, Straus & Giroux, Inc.*

From Rabbit Hill *by Robert Lawson. Copyright 1944 by Robert Lawson, © renewed 1972 by John W. Boyd. Reprinted by permission of the Viking Press.*

Bibliography

CONTEMPORARY AMERICAN COMPILATIONS

290

Arbuthnot, May H., *and others.* CHILDREN'S BOOKS TOO GOOD TO MISS. Rev. and enl. ed. Cleveland, Press of Case Western Reserve University, 1971. xv, 97 p. illus. Z1037.A67 1971

Forty additional titles bring up to "almost three hundred" (though there are 230 numbered entries) the books included in this sixth revised edition of the well-known selective list. The name of Ruth M. Hadlow is added to compilers Margaret M. Clark and Harriet G. Long. The volume is dedicated to the memory of Mrs. Arbuthnot, who died in 1969.

The earlier introduction reappears. The page design is more attractive, and a brilliantly printed binding replaces the plain blue cloth of the last edition.

291

Carlsen, G. Robert. BOOKS AND THE TEEN-AGE READER; A GUIDE FOR TEACHERS, LIBRARIANS, AND PARENTS. Rev. and updated. New York, Harper and Row [c1971] 247 p. Z1037.A1C34 1971

Includes bibliographies.

To the updated material of the 1962 edition of this title is added "The Ethnic Experience in Literature," a new chapter and bibliography (p. 208–228). Areas of interest include those problems belonging to the ethnic minority and adolescent concerns about social problems. The bibliography is divided into lists of books related to the Spanish-speaking, Orientals, Jews, American Indians, and blacks.

292

Child Study Association of America. *Children's Book Committee.* READING WITH YOUR CHILD THROUGH AGE 5. [New York, 1970] 30 p. illus.
Z1037.9.C43

A list of 185 briefly annotated titles for preschool children, this compilation grew out of the Child Study Association's experience with Head Start parents and children. Emphasis appears to be on low cost. The introduction, offered as a basic guide to choosing books, points to bargains to be found in thrift shops, school fairs, and bazaars, to the books distributed free by the "Reading Is Fun-damental" program, and to inexpensive titles sold in supermarkets and dime stores. However, a final summary warns, "Don't judge a book by its cover. Look inside to see what it has."

The titles, arranged by subject and type, are about children and families, animals, city stories, real things, and machines. Titles from ABC and counting books, collections of verse, songs, and Mother Goose, as well as inexpensive books are included.

Revised in 1972.

293

Cianciolo, Patricia J., *and* Picture Book Committee, *eds.* PICTURE BOOKS FOR CHILDREN. Chicago, American Library Association, 1973. 159 p. illus. Z1037.C565

The Picture Book Committee that collaborated with this professor of children's literature is a nine-member Subcommittee of the National Council of Teachers of English Elementary Booklist Committee.

The major portion of the volume—intended to serve as "a resource and guide" for college students, teachers, librarians, and other adults concerned with selection—consists of annotated entries for some 400 picture books in four categories: "Me and My Family," "Other People," "The World I Live In," and "The Imaginative World." Each area contains chiefly fiction and poetry, with some nonfiction. An introduction (p. 1–23) interprets the intentions for the four areas and explains that choice was based on a regard here for picture books not as educational tools but for "pleasure, enlightenment, and a creative aesthetic experience." They were to have literary merit, represent styles of art used by contemporary artists, utilize media and techniques appropriate to the text, and be both enjoyable and relevant to curriculum "in terms of concept development and extension, purposeful and thoughtful reading."

294

Haviland, Virginia. CHILDREN'S BOOKS OF INTERNATIONAL INTEREST; A SELECTION FROM FOUR DECADES OF AMERICAN PUBLISHING. Chicago, American Library Association, 1972. 69 p. Z1037.H37

A paperback list of exemplary American titles, "those intrinsically excellent, enriching, and enduring works, both fiction and nonfiction, which are estimated to have interest for the world abroad."

With the help of past members of the International Relations Committee of the Children's Services Division, its annual lists of preceding years (formerly entitled *Books Recommended for Translation*) have been reevaluated and sifted to a number intended to be useful to librarians, publishers, booksellers, and others seeking to distribute good books internationally.

295

Heins, Ethel L., *comp.* AMERICAN CHILDREN'S BOOKS FOR TEACHERS IN ENGLAND; A LIST OF FICTION BY FIFTY AUTHORS. Horn book magazine, v. 47, Dec. 1971: 630–635. Z1037.A1A15, v. 47

Prepared for the Exeter Conference on Children's Literature in Education, this is a well-chosen, two-part list of American books published in England for young readers up to eleven years of age and for those aged eleven and up. It provides a clear picture of excellence in American fiction having interest abroad.

Additional titles by the fifty authors are introduced in the annotations. The dates range from the 1930s to 1970.

296

National Council of Teachers of English. ADVENTURING WITH BOOKS; 2,400 TITLES FOR PRE-K—GRADE 8. Prepared by Shelton L. Root, Jr., and a committee of the National Council of Teachers of English. 2d ed. New York, Citation Press, 1973. 395 p. Z1037.N265 1973

Brought together in one large volume are selections earlier published as *Adventuring with Books,* titles chosen for children in kindergarten through grade 6 (see *Guide,* item 485), and *Your Reading,* titles for grades 7–9 (see *Guide,* item 486).

The classified arrangement begins on an attractively designed page with "ABC Books" and "Counting Books," contains many categories of picture books, fiction, folklore, and nonfiction, and concludes with three pages of American-published foreign language books.

Directory of publishers; author and title indexes.

297

Rosenberg, Judith K., *and* Kenyon C. Rosenberg. YOUNG PEOPLE'S LITERATURE IN SERIES: FICTION; AN ANNOTATED BIBLIOGRAPHICAL GUIDE. Littleton, Colo., Libraries Unlimited, 1972. 176 p. Z1037.R69

According to the introduction, "This bibliography is intended to be a book selection tool (through the evaluative annotations) and an aid to guiding the reading of young people."

Both in-print and out-of-print series are represented, with 1955 chosen as "the earliest imprint date acceptable, since Frank Gardner's *Sequels* (London, Library Association, Association of Assistant Librarians, 1955) covers most series up to this date. The only exceptions are older series with new title additions after 1955." Omitted are series titles aimed at kindergarten through grade 2, unless they appeal to older reluctant readers. Series of "consistently low quality" have also been omitted.

Series are arranged alphabetically by author, with individual titles given in chronological order, and "evaluated in terms of plot content, depth and believability of characterization, writing style, and book format."

Many English titles and translations from foreign languages (with translators named) are included in their American editions. Such authors as Joan Aiken, E. M. Almedingen, and Karin Anckarsvard, among others, are represented.

A second book, *Young People's Literature in Series: Publishers' and Non-Fiction Series; An Annotated Bibliographical Guide* (1973) has the same editors, publisher, and plan (280 p. Z1037.R7).

CONTEMPORARY BRITISH COMPILATIONS

298

Children's book news. "READING FOR ENJOYMENT" booklists. London, 1970. 40 p. each GR&B-CBS

These four informal guides (*Reading for Enjoyment, for 2–5 Year-Olds,* by Elaine Moss, *Reading for Enjoyment, for 6–8 Year-Olds,* by Brian Alderson, *Reading for Enjoyment, for 9–11 Year-Olds,* by Jessica Jenkins, and *Reading for Enjoyment, for 12 Year-Olds and Up,* by Aidan Chambers) are intended to encourage the appreciation of both parent and child for the books described. Each selected list of nearly 100 titles, fully annotated, has an introduction by the well-known critic who compiled it. Paperback editions of books are noted where available; dates of publication are omitted.

Revised in 1975.

299

CHILDREN'S BOOKS IN PRINT. 1969+ London, Whitaker. annual. Z1037.C543

The title page reads: "A reference catalogue of over 14,000 children's books in print and on sale in Great Britain at January 1969. Arranged under ninety-nine main headings and including an alphabetical author and title index."

The second issue (of a projected annual), dated 1972, notes "over 16,000 books . . . including an alphabetical author, title, and subject index."

300

Egoff, Sheila A., *and* Alvine Bélisle. NOTABLE CANADIAN CHILDREN'S BOOKS. UN CHOIX DE LIVRES CANADIENS POUR LA JEUNESSE. An annotated catalogue prepared . . . for an exhibition arranged by the National Library of Canada. Ottawa, National Library of Canada, 1973. 91 p. illus. Z1378.E4

English and/or French.

A preface states that "these lists of Canadian children's books aim to show the historical development of our literature for children." The titles of fiction, poetry, biography, and history are arranged chronologically, to illustrate trends and changes. They include some books written by "outsiders" on Canadian themes.

Part 1, "Stars that Gem the Blue," has for its list of English-language titles Sheila Egoff's introduction in both English and French assessing the past and the present. (Printed also in English in *Canadian Library Journal,* v. 30, Sept.-Oct. 1973: 392–396. Z735.A1C27.) It includes a list of winners of the Book of the Year Award, presented by the Canadian Association of Children's Librarians for the writing of books in English since 1947, and the Amelia Howard Gibbon Award for illustration, first given in 1971.

Part 2, "Littérature d'imagination pour la jeunesse au Canada français" ("Fiction for Young French-Canadians"), has a foreword in both French and English by Alvine Bélisle who examines the situation of children's books published in French Canada since the war. Appended is a list of the winners of the annual prize for Canadian children's books in French, awarded by the Association canadienne des bibliothèques intermittently since 1960.

See also, in the *Supplement to the Oxford Companion to Canadian History and Literature* (Toronto, New York, Oxford University Press, 1973), "Children's Books in English" (p. 29–39), an article by Sheila Egoff, with a bibliography of Book of the Year medals (for books in English) and Amelia Howard-Gibbon Award winners (for illustration); and a companion piece by Alvine Bélisle (p. 40–42) "Children's Books in French" with a list of the Book of the Year awards for French-language books.

301

Elkin, Judith, BOOKS FOR THE MULTIRACIAL CLASSROOM: A SELECT LIST OF CHILDREN'S BOOKS, SHOWING THE BACKGROUNDS OF INDIA, PAKISTAN AND THE WEST INDIES. Compiled by Judith Elkin in collaboration with Birmingham Public Libraries. [London] Library Association, Youth Libraries Group, 1971. 66 p. illus. (Library Association. Youth Libraries Group. Pamphlet no. 10) Z718.1.L56, no. 10

At head of title: National Book League.

A selective bibliography of children's books, currently in print, related to the backgrounds of minority groups in Britain. Although most of the titles concern India, Pakistan, and the West Indies, the three areas defined in the introduction and subtitle, some stories depict the life of blacks in America.

Intended to be used by teachers in a multiracial classroom to give minority children pride in their religious and cultural heritage, the selection includes: advanced factual books about world religions (with special emphasis on Buddhism and Islam) and about racial problems around the world; fiction, nonfiction, poetry, and fairy tales for all ages from India, Pakistan, and the West Indies; and fiction concerning racial problems in Britain and the United States. "Background books" for the educator deal with the education of immigrant children in Britain and include adult anthologies of prose and poetry from the British Commonwealth, Pakistan, and the West Indies. The list of West Indian fairy tales has been supplemented by collections of African tales having a common origin.

The books listed have been coded with suggested reading levels. There is no index.

302

Hill, Janet. BOOKS FOR CHILDREN: THE HOMELANDS OF IMMIGRANTS IN BRITAIN: AFRICA, CYPRUS, INDIA AND PAKISTAN, IRELAND, ITALY, POLAND, TURKEY, THE WEST INDIES. London, Institute of Race Relations; distributed by Research Publications Services, 1971. 85 p. (Institute of Race Relations. Special series) Z1037.H645

A critically annotated list of British children's books (in print as of January 1970, and excluding textbooks) about the national backgrounds of minority children in Britain. The titles were compiled by fourteen librarians who worked with multiracial groups.

Intended to satisfy the curiosity of immigrant children about their homelands, the list admits some mediocre books—both fiction and nonfiction—to represent areas about which good books are not available. For interest, accuracy, and manner of presentation each selection is graded A, B, or C.

Edited by the head of library work with children in the Lambeth Borough of London, who won the 1972 Eleanor Farjeon Award in recognition of her editorship of this bibliography.

303

IN REVIEW, CANADIAN BOOKS FOR CHILDREN. 305 TITLES RECOMMENDED, 1967–1972. [Toronto? 1972?] 45 p. Z1378.I5

In celebration of International Book Year, an annotated list of Canadian books written in English or in French, specifically recommended for children.

Revised edition, 1975.

304

Library Association. *Youth Libraries Group. North West Branch.* BOOKS FOR ALL TIME; A GUIDE TO CURRENT EDITIONS OF CLASSICS FOR YOUNG PEOPLE. Birmingham, Combridge Jackson [1973] 123 p. illus.
Z1037.L7125 1973

Includes index.

A list of recommended editions of classic fiction available for purchase in Great Britain as of 1972. Developed by a working party of the North West Branch of the Youth Libraries Group, it attempts to include the most important and interesting works of fiction that have endured for more than fifty years. A few out-of-print items have been noted in the hope that their absence may be only temporary. The 572 items, for the fairy tale age as well as older readers, have prices indicated and bibliographical annotations. Titles for young adults are marked with an asterisk.

305

Mortimer, Sheila M. What shall i read? a select list of quality books for children. London, Library Association, 1973. 163 p.
Z1037.M88

Includes index.

A briefly annotated compilation of books for recreation and information selected by a team of five contributors (in addition to the editor) for librarians, teachers, parents, and others responsible for recommending young people's books. Divided into two large groups—imagination and information—and with a Dewey Decimal Classification arrangement of nonfiction, the compiler suggests that the tiems could serve as a guide for the nucleus of a children's library.

306

Moss, Elaine. Children's books of the year 1970. [London] Hamish Hamilton in association with the National Book League and the British Council [1971] 96 p. Z1037.M93

The first of a series of annual annotated selections of outstanding children's books published in the United Kingdom (including titles that originate outside). The critic-compiler of this summary succeeds Naomi Lewis whose earlier series *The Best Children's Books of* . . . was also issued by Hamish Hamilton.

Mrs. Moss introduces her classified list of something over 300 titles with a three-page commentary on developments with children's books: recent awards, new works about children's books (including new periodicals), new children's book shops, important new series, trends, and teenage and paperback book publishing.

307

Muir, Marcie. A bibliography of Australian children's books. London, Deutsch, 1970. 1038 p. illus. (part col.), facsims. (part col.), plates. (A Grafton book) Z4024.5.M85

A comprehensive listing of "all children's books relating to Australia irrespective of the nationality of the writer or the place of publication from the earliest times up until the end of 1967." The bibliography also includes all children's books by Australian writers with the exception of such items as school textbooks, comic magazines, and annuals. Selective works about the South West Pacific region are cited in a supplementary section.

Entries are arranged alphabetically by author with the works of each

From Mr. Gumpy's Outing *by John Burningham. Copyright © 1970 by John Burningham. Reproduced by permission of Holt, Rinehart and Winston, publishers.*

listed chronologically. Cross-references to pseudonyms are provided. Anonymous works are arranged by title. Full bibliographic details include a transcript of the title page and listing of all editions, reprints, and translations of a given title when known.

> "As a check list this is a most useful book. It is the first attempt to discover what Australian children's books have been published. Mrs. Muir's coverage is so good and her careful descriptions have provided positive identification for so many editions, reprints, etc., that it is likely to remain the basic reference tool for some time and perhaps for all time. For this reason I wish the items had been numbered, for ease of reference and as a means of relating them to

any other material which may be found. . . . A title index would be useful in locating specific titles. . . . a fundamental work, on which the study of Australian children's books will rest for years to come."—Nancy Booker, School Library Consultant, *Children's Libraries Newsletter* [Australia], v. 7, May 1971: 56–58.

308
New Zealand Library Association. *Children's and Young People's Section.* NEW ZEALAND BOOKS. Wellington, 1972. [8] p. GR&B-CBS

One of a series of small, basic lists (*Picture Books for Younger Children,* *Historical Fiction,* and *Myths, Legends and Fairy Tales* are among earlier ones). "Fiction," "History," "The Maori," "National History," "Recreation," and "Reference" are the areas included of books written either by New Zealanders or about New Zealand. Titles out of print are indicated.

SPECIAL BIBLIOGRAPHIES

Subject Lists and Indexes

309

Brass, Linda J. INDIA, A GUIDE TO BOOKS FOR CHILDREN, NONFICTION AND FOLKLORE, 1966–1970. Top of the news, v. 27, Jan. 1971: 187–196. illus. Z718.1.A1T6, v. 27

A statement of criteria for books about India plus recommended and not recommended lists, designed to bring up to date the sections on India in *Asia: A Guide to Books for Children* published in 1966 (see *Guide, First Suppl.,* item 241).

310

Brewton, John E., Sara W. Brewton, *and* G. Meredith Blackburn. INDEX TO POETRY FOR CHILDREN AND YOUNG PEOPLE, 1964–1969; A TITLE, SUBJECT, AUTHOR, AND FIRST LINE INDEX TO POETRY IN COLLECTIONS FOR CHILDREN AND YOUNG PEOPLE. New York, H. W. Wilson Co., 1972. xxx, 575 p. PN1023.B72

Bibliography: p. xi–xxiv.

This book is "in effect a supplement to *Index to Children's Poetry* (see *Guide,* item 815) but because of the larger number of books at the 7–12 grade level, it seemed appropriate to give the present volume a new, more inclusive title." Similar in arrangement to the compilers' earlier works, this indexes 117 collections published between 1964 and 1969.

311

Chicorel, Marietta, *comp.* CHICOREL THEATER INDEX TO PLAYS FOR YOUNG PEOPLE IN PERIODICALS, ANTHOLOGIES, AND COLLECTIONS. [New York] Chicorel Library Pub. Corp. 1974. 489 p. (Chicorel index series, v. 9) Z5784.C5C55

Eleven periodicals for children and young people are indexed, including *Humpty Dumpty,* four *Scholastic* publications, *Literary Cavalcade, Newstime, Plays, St. Nicholas, Practical English,* and *School Arts.*

The arrangement provides one alphabetical section for periodical titles, anthology collection titles, play titles, authors, editors, translators, and adapters—as well as separate lists of single plays, plays in collections, editors, authors, adapters, translators, and publishers.

312

THE CHINESE IN CHILDREN'S BOOKS [IN] THE NEW YORK PUBLIC LIBRARY [prepared by Angela Au Jong and others. New York, Taplinger Pub. Co.] 1973 [c1965] 30 p. Z3108.L6C47

An annotated "selective list, reflecting the increasing interest in China and the Chinese in America." Titles in the New York Public Library's children's rooms in print as of the date of the list were chosen and read carefully by a committee of children's librarians.

"Books in Chinese" (p. 7–13) are listed both in Chinese and English. Other works—picture books; stories for older children; folklore; books about people and places, arts and culture, and the Chinese in the United States—include a few by Chinese writers (some books imported from the Foreign Languages Press in Peking); most are by English-language writers, about China and the Chinese.

313

Gerhardt, Lillian N., *and others, comps.* PEACE: A PUBLISHERS FOR PEACE BIBLIOGRAPHY. School library journal, v. 17, Oct. 1970: 104–105, 112. Z1037.A1S3, v. 17

A selective list of recent books chosen and provocatively annotated by four New York City area book selection specialists and the editor of *School Library Journal* because they "center on the fact that people can and must learn to settle their differences peacefully." Titles are grouped for preschool and primary, middle grades, and junior high and up.

314

Hotchkiss, Jeanette. AMERICAN HISTORICAL FICTION AND BIOGRAPHY FOR CHILDREN AND YOUNG PEOPLE. Metuchen, N.J., Scarecrow Press, 1973. 318 p. Z1236.H73

Chronologically and topically arranged, this is a companion volume to *European Historical Fiction and Biography for Children and Young People* (listed below). Emphasis is on the United States in both part 1, "Chronology," and part 2, "Subjects," though the latter also includes the Arctic and Antarctic, Canada, Central and South America, the West Indies, and Mexico. Part 3 consists of indexes: author, title, biographical, and a "Special Index for Horse Lovers."

315

——— EUROPEAN HISTORICAL FICTION AND BIOGRAPHY FOR CHILDREN AND YOUNG PEOPLE. 2d ed. Metuchen, N.J., Scarecrow Press, 1972. 272 p. Z5917.H6H6 1972

A successor to the 1967 *European Historical Fiction for Children and Young People* (see *Guide, First Suppl.*, item 245), this book recognizes that biographies also are " 'characterized by an imaginary reconstruction' of the lives and times of illustrious men and women." As before, the annotated entries are grouped chronologically in eight major geographical areas.

As well as author and title indexes, this new volume offers a biography index (by subject).

316

Irwin, Leonard B. A GUIDE TO HISTORICAL READING: NON-FICTION; FOR THE USE OF SCHOOLS, LIBRARIES, AND THE GENERAL READER. 9th rev. ed. Brooklawn, N.J., McKinley Pub. Co., 1970. 276 p. (McKinley bibliographies, v. 2) Z6201.I7 1970

Originally included in Hannah Logasa's *Historical Fiction*, first through sixth editions. Beginning with the seventh edition the nonfiction titles were published separately. The seventh and eighth editions, compiled by Logasa, were published under the title *Historical Non-Fiction*.

The compiler notes in his preface that though the "present edition is revised considerably in content and approach, the basic purpose of [the late] Miss Logasa's work [see *Guide*, item 525] remains the same. . . . While the number of titles has been reduced, they have been made more selective; and more descriptive commentary has been provided for each book listed."

Titles include both those for senior high-school students and many "specifically directed" at grades seven through ten, which are set apart in sections so indicated.

Contains a list of publishers and author and title indexes.

317

Johnson, James P., *comp.* AFRICANA FOR CHILDREN AND YOUNG PEOPLE; A CURRENT GUIDE FOR TEACHERS AND LIBRARIANS. Westport, Conn., Greenwood Periodicals Co. [c1971] 172 p. (African Bibliographic Center. Special bibliographic series, v. 8, no. 1) Z3507.A45, v. 8, no. 1

A comprehensive finding list of current materials (including audiovisual) related to Africa, published in 1969 and 1970 for young people, preschool age through grade twelve. Emphasis has been placed on American publications, though some foreign titles are cited. A few works not specifically intended for children have been included. No attempt has been made to screen titles for racism, "overt or covert."

Entries, a number with brief annotations, are arranged alphabetically and by class within categories: current bibliographies, curriculum aids and background readings, current sources for updating information, Africa—general, Central Africa, East Africa, North Africa, South Africa, and West Africa. A directory of publishers and distributors is appended.

"A later project will identify those items worthy of serious consideration for teaching about Africa with descriptive and analytic annotations."

318

Kreider, Barbara. INDEX TO CHILDREN'S PLAYS IN COLLECTIONS. Metuchen, N.J., Scarecrow Press, 1972. 138 p. PN1627.K7

Bibliography: p. 135–138.

An index to "over 500 children's one-act plays and skits which were published in the United States in twenty-five collections with copyright dates 1965 through 1969." It was compiled to supplement and update treatment of children's plays and the American Library Association's index (1940) in *Play Index* (1968).

The plays are entered in one alphabet by author, title, and subject, the latter including theme, subject, type of play, occasion for which the play was written (e.g., Book Week), period and geographical area in which the play was set, historical and legendary personalities, and peculiar form (e.g., plays in verse).

Chapter 3, "Cast Analysis," has the plays arranged by the number of their characters in four types of casts: female cast, male cast, mixed cast, and puppet plays.

Directory of publishers.

319

Metzner, Seymour. WORLD HISTORY IN JUVENILE BOOKS: A GEOGRAPHICAL AND CHRONOLOGICAL GUIDE. New York, H. W. Wilson Co., 1973. xvi, 357 p. Z1037.M324

With the compiler's 1966 *American History in Juvenile Books* (see *Guide, First Suppl.*, item 249), this bibliography has aims and scope similar to those of Zena Sutherland's out-of-print 1967 *History in Children's Books, An Annotated Bibliography for Schools and Libraries* (see *Guide, First Suppl.*, item 254). His two books lack, however, the brief evaluative-descriptive notes for entries in the latter. Both include fiction and nonfiction. Metzner provides a grade-level designation for each title (instead of the Sutherland book's "lower grades" and "upper grades" division within each grouping).

320

NEAR EAST AND NORTH AFRICA; AN ANNOTATED LIST OF MATERIALS FOR CHILDREN. [New York] Information Center on Children's Cultures, 1970. 98 p. Z3454.N4

A numbered list of books on the Near East and North Africa, North Africa-General (eight countries); the Arabian Peninsula-General (twelve areas); the Bible, Afghanistan, Iran, Greece, and Turkey. Each of the 520 titles is labeled recommended, additional, not reviewed, or not recommended.

The introduction states that the list includes "all in-print English language materials for children [preschool through approximately grade nine] on the subject of the Near East." (African materials are not thus specified.) Some titles in local languages are included. Criteria used were: clear styles, attractive and appropriate illustration, accurate and up-to-date factual context, and an uncondescending tone. Viewpoints are indicated in the annotations.

List of addresses of publishers and suppliers; subject index; author and title index.

321

NOTABLE CHILDREN'S TRADE BOOKS IN THE FIELD OF SOCIAL STUDIES. Social education, v. 37, Dec. 1973: 784–792. H62.A1S6, v. 37

Compiled by the eleven-member Book Review Subcommittee of the National Council for the Social Studies—Children's Book Council Joint Liaison Committee. For children in kindergarten through grade eight, these 126 books, all published in 1972, were selected because they are written primarily for children, emphasize human relations, present an original theme or a fresh slant on a traditional topic, are highly readable, and wherever appropriate include maps and illustrations. Coded for grade level, the selections are arranged in groups: United States heritage; conflict, dissent, and change; patterns of culture; women; ethnic cultures in the United States; ecology and environment; international/intercultural; and of interest to teachers. Available as an offprint.

For 1971, a list of 141 books appeared similarly in *Social Education* (v. 36, Dec. 1972: 858–864). A combined list for 1973–74 will appear in the March 1975 issue.

See also item 378 for the similarly selected annual "Outstanding Science Trade Books for Children."

322

Silverman, Judith. AN INDEX TO YOUNG READERS' COLLECTIVE BIOGRAPHIES; ELEMENTARY AND JUNIOR HIGH-SCHOOL LEVEL. New York, R. R. Bowker Co., 1970. 282 p. illus. Z5301.S523

In an index intended to serve the interest of elementary and junior high-school students, 471 volumes are entered under some forty-six hundred names, and further indexed by subject and nationality. Here are "more than 150 different subject heads—ranging from 'Adventures' and 'Africans' to 'Yugoslavians' and 'Zoologists.' "

Second edition, 1975.

323

Stanius, Ellen J. INDEX TO SHORT BIOGRAPHIES: FOR ELEMENTARY AND JUNIOR HIGH GRADES. Metuchen, N.J., Scarecrow Press, 1971. 348 p. Z5301.S7

An analysis of 455 collective biographies, over half of them published since 1959. Entries are arranged alphabetically by biographee and indicate nationality and occupation for each individual. Persons presented have won distinction or fame in such fields as music, art, sports, history, and science. A graded list of analyzed works precedes the index; a separate listing of saints is appended.

324
Wenzel, Evelyn L., *and* May H. Arbuthnot, *comps.* TIME FOR DISCOVERY, INFORMATIONAL BOOKS; A COLLECTION OF REPRESENTATIVE SELECTIONS. Glenview, Ill., Scott, Foresman [1971] 293 p. illus. Q161.2.W45

An anthology of selections chosen by a professor of elementary education from fifty-seven books in the physical, biological, and social sciences for children. In part 1, each section—land, water, sky, and space; living things; uncovering the past; and today's world—has an introduction which discusses the importance of the material as literature. The individual selections are prefaced by notes pointing out the source of the writing and its interests for the young reader.

Part 2 comprises a seven-page historical analysis of informational books, criteria for evaluating them (scientific, literary and artistic values, and reader appeal), and the use of such books in the classroom, library, and home. Part 3 consists of a classified, annotated bibliography, with its own introduction.

Index of titles, authors, and illustrators.

325
Yonkers, N. Y. Public Library. *Children's Services.* A GUIDE TO SUBJECTS AND CONCEPTS IN PICTURE BOOK FORMAT. Dobbs Ferry, N. Y., Oceana Publications, 1974. 166 p. illus. Z1037.Y65 1974
Bibliography: 165–166.

A finding tool prepared by children's librarians on the basis of requests from parents, teachers, and library school students. For titles classified as picture books in the Yonkers Public Library, the wording of headings was based, where possible, on the *Sears List of Subject Headings*, ninth edition (Wilson, 1965). Categories are fifty-two main areas with such subdivisions as kinds of animals, specific holidays, countries of folklore, seasons, and weather.

A bibliography of subject and other specific kinds of booklists, including those for picture books, is appended.

See also item 352 for Margaret N. Coughlan's *Creating Independence, 1763–1789.*

Books for the Exceptional Child

326
American Library Association. *Library Service to the Disadvantaged Child Committee.* I READ, YOU READ, WE READ; I SEE, YOU SEE, WE SEE; I HEAR, YOU HEAR, WE HEAR; I LEARN, YOU LEARN, WE LEARN. Chicago, American Library Association, 1971. 104 p. Z1039.S55A46
On spine: *I Read, I See, I Hear, I Learn.*

An outgrowth of the 1966 list *We Read*, developed to help both professional leaders and volunteers working with disadvantaged children in all areas of the United States select appropriate books, recordings, and stories.

For each of four age-level categories—preschool, ages five through eight years, ages eight through eleven years, and ages twelve through fourteen years—there are listed books, poems, stories, films (filmstrips and 16-mm motion pictures), and recordings. There are also added program aids and resources suggested for adults.

In each of these main areas, items are grouped as: (1) picture books, stories to tell, sound filmstrips, filmstrips, recordings, tape cassettes, and motion pictures; (2) stories and poems, stories to tell, informational books, motion pictures, recordings; (3) stories, fairy tales and legends for reading or telling, poetry, informational books, history and biography, motion pictures, recordings; (4) fiction, all-time greats, poetry, informational books, motion pictures, recordings.

See also item 348 for multiethnic disadvantaged readers.

327

Association of Hospital and Institution Libraries. *Committee on Bibliotherapy.* BIBLIOTHERAPY; METHODS AND MATERIALS. [Prepared by] Committee on Bibliotherapy (Mildred T. Moody, chairman), and Subcommittee on the Troubled Child (Hilda K. Limper, chairman), Association of Hospital and Institution Libraries. Chicago, American Library Association, 1971. 161 p. Z6675.B5A77

In two parts: "Reading as Therapy" examines the field of bibliotherapy, its services, and methods, and includes a selected list of materials; "Books for the Troubled Child" consists of an annotated, selected list of books found to be effective in work with young people. These are arranged alphabetically by author under such subjects as "Adjusting to Physical Handicaps," "Parents with Problems," "Hostility and/or Problems in Parent-Child Relationships," "Nature Books for Release of Tension," and "Sex Education and Behavior." The annotations are designed to assist those adults working with children and young people who wish to use books in their counseling.

328

FOR YOUNGER READERS; BRAILLE AND TALKING BOOKS. 1972–1973. [Washington] 1974. illus. Z5346.A2F6 1974

A summary of new talking book and braille titles, published in sequence with the 1953/62 catalog of braille books (see *Guide,* item 541) and the 1964/65 catalog and later editions of *For Younger Readers; Braille and Talking Books* published for the Library of Congress, Division for the Blind and Physically Handicapped, by the American Foundation for the Blind. An introduction addressed to the young user is printed at both ends of the volume, first for talking book listeners and, when the book is turned over, at the other end for braille readers. Each side (eighty-eight and thirty-six pages, respectively) has its annotated listing of books, classified as nonfiction (in many areas), young readers' fiction, and books for the very young readers—both fiction and nonfiction. Each of the two parts is indexed.

See also in the second edition of *Cassette Books* [Catalog] (Washington, Library of Congress, 1974. Z5347.U589 1974), "Children's Books" (fiction and nonfiction, p. 94–104) for cassette books issued since 1968, annotated and with grade levels indicated.

329

National Council of Teachers of English. *Committee on the High Interest—Easy Reading Book List.* HIGH INTEREST—EASY READING FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. 2d ed. New York, Citation Press, 1972. 140 p. Z1039.S5N4 1972

An annotated list of books, arranged by subject interest, for reluctant readers in junior and senior high school. The committee has stressed high interest, easy reading, literary quality, and attractive format.

Books for Group Understanding

330

American Library Association. *American Association of School Librarians. Committee on Treatment of Minority Groups in Library Books and Other Instructional Materials.* MEXICAN AMERICANS. The booklist, v. 68, June 15, 1972: 893–895. Z1035.A49, v. 68

The first portion of a list of books, films, filmstrips, and recordings recommended in relation to minority groups, for kindergarten through grade nine. The school librarians of the committee were assisted by various consultants in the area of minority studies for works related to native Americans, Chinese and Japanese Americans, Puerto Ricans, and Mexican Americans.

The titles are annotated, suggesting level of interest without giving grade levels for each. Books and films for primary grades precede books, films, filmstrips, and study prints for the intermediate, while the junior high group, last, has two areas, of books and films.

Directory of distributors.

The committee has lists printed also in *School Libraries* (today's *School Media Quarterly*): winter 1970; summer 1970; summer 1971; and summer 1972; with a supplement in *School Library Journal* (v. 19, Apr. 1973: 32–38).

331

Baker, Augusta. THE BLACK EXPERIENCE IN CHILDREN'S BOOKS. Cover design by Ezra Jack Keats. [New York] New York Public Library, 1971. 109 p. Z1361.N39B2 1971

A much expanded revision of the 1965 bibliography *Books about Negro Life for Children* (see *Guide,* item 544), again arranged geographically: the United States (p. 1–63), South and Central America and the Caribbean (p. 63–67), Africa (p. 68–88), and England (p. 89).

In her introduction, Mrs. Baker, then coordinator of children's services, New York Public Library, presents the purpose of this list about black history and culture, for children through twelve years of age: "The black child is given pride in his heritage at the same time that the white child gains knowledge of another culture and history. . . . he must also develop in relation to others in the society in which he lives." For older children, she calls attention to the New York Public Library's *Black America: A Selected List for Young Adults.* Notably significant is her statement of criteria for selection of books about blacks.

332

Brodie, Deborah. JEWISH JUVENILE BOOKS, 1973–1974. *In* Jewish book annual, v. 32, 1974/75. New York, Jewish Book Council of America [c 1974] p. 118–121. PN6067.J4, v. 32

In this annual compendium issued by the Jewish Book Council of America, books published in the United States for Jewish young people include translations from other languages, books from specialist Hebrew-Jewish presses in the United States as well as general trade publishers, and also an occasional title published both in the United States and Israel. Brief annotations note the winning of the council's children's book award.

333

Byler, Mary G. THE IMAGE OF AMERICAN INDIANS PROJECTED BY NON-INDIAN WRITERS. School library journal, v. 20, Feb. 1974: 36–39. Z671.L7, v. 20

An excerpt from a pamphlet, *American Indian Authors for Young Readers: A Selected Bibliography* (Association on American Indian Affairs, 1973). It cites American Indians in literature today, as in the past, being merely images projected by non-Indian writers—the stereotype of the befeathered Indian, depersonalized, not a full-fledged human being. About books for young children, it adds: "Fanciful illustrations and cute little characters put Indians in the same category as witches, ogres, giants, fairies, and baby animals." Examples are also cited from fiction and nonfiction for older children to show use of damaging stereotypes.

334

Canada. *Dept. of Indian Affairs and Northern Development.* ABOUT INDIANS. 2d ed., rev. and expanded. [Ottawa, c1973] 135 p. illus. (Its LAND publication, no. QS-0161-000-BB-A2) Z1209.2.N67C363 1973

A partially annotated bibliography "intended to help the many teachers and librarians who make requests to the Department of Indian Affairs and Northern Development for books on, by, and about

Indians for children and young people." Canadian Indian university students read over three hundred books, "reviewing each critically" without being "selective with the entries." These are arranged in three sections: kindergarten to grade three, grade three to grade six, grade six and "beyond." Included are some South American Indian books considered of value and French-language works. Titles of Canadian origin are indicated with an asterisk.

"Future editions will include reviews as well as more titles."

A list of distributors is appended.

335

Cane, Suzanne S., *and others.* SELECTED MEDIA ABOUT THE AMERICAN INDIAN FOR YOUNG CHILDREN, K-3. [Boston] Commonwealth of Massachusetts, Dept. of Education, Division of Curriculum and Instruction, Bureau of Curriculum Innovation, 1970. 21 p. GR&B-CBS

Part 1, "Children's Materials," contains an annotated listing of children's books (fiction, folklore, and nonfiction), records, filmstrips, film loops, films, and recordings, with a second bibliography, for use by adults with children, also offering a multimedia listing, including children's books. Part 2, "Adult Background Materials," with more multimedia entries, comprises adult books and articles, a film, and an album of records. Part 3, "Selected Sources of Additional Materials," cites books, pamphlets, recordings, and maps published by three universities whose anthropology departments are sources of Indian materials, and notes publishers, museums, libraries, government agencies, and associations which make available materials on the Indian. Part 4 cites addresses for publishers.

336

Carlson, Ruth K. EMERGING HUMANITY; MULTI-ETHNIC LITERATURE FOR CHILDREN AND ADOLESCENTS. Illustrations by Louise Noack Gray. Photos by Ernest Jaco. Dubuque, Iowa, W. C. Brown Co. [1972] 246 p.
PN1009.Z6C3

Although this book, designed for teachers, covers thoroughly the literature of minority groups, the author stresses the common humanity of all people. Early chapters discuss types of ethnic literature, with rigorous criteria for selection as well as the aims, pitfalls, and successful techniques that characterize an effective teaching program. Later chapters focus on particular ethnic groups and their literature: Afro-American ("extending the strand of Afro-American experience from countries on the African continent to the shores of the United States"), black, American Indian (the cultural heritage), Indian-American (the relationship between the two worlds), and Mexican-American.

The coverage and arrangement of material should assist the teacher. The book has clear headings, summaries at the end of chapters, ideas for projects and discussion, bibliographies by reading level (primary, intermediate, adolescent, adult), and bibliographies—by subject—of articles and other bibliographies.

See also Ruth Carlson's *Enrichment Ideas: Sparkling Fireflies* (Dubuque, Iowa, W. C. Brown Co. [1970] 109 p. Z1037.C26) for stimulation of classroom literature program.

337

CHICANO CULTURE IN CHILDREN'S LITERATURE: STEREOTYPES, DISTORTIONS AND OMISSIONS. Interracial books for children bulletin, v. 5, no. 7/8, 1975: 7-14. illus. GR&B-CBS

An eight-page section of a special issue by Chicano educators and children's literature specialists of some two hundred books examined for racist and sexist content. A Checklist for Evaluating Chicano Material reveals the major points considered: relevancy, authenticity, racist stereotypes, sexist stereotypes, language, and history (accuracy). Appended are a list of the books, including those discussed and "not recommended," a note on Spanish-language and bilingual books, and a list of the more active developers, distributors, and compilers of information in this field. Twenty-two books are recommended "for their provision of accurate and extensive information about the past and contemporary history of Chicanos."

338

Cohen, David. MULTIETHNIC MEDIA: SELECTED BIBLIOGRAPHIES CURRENTLY AVAILABLE. School library journal, v. 19, Apr. 1973: 32–38. Z671.L7, v. 19

A former chairman of the American Association of School Librarians' Committee on Treatment of Minority Groups in Library Materials has updated "the bibliographic information on minorities developed and published in four earlier installments in *School Libraries* for Winter 1970, Summer 1970, Summer 1971, and Summer 1972," now published in this journal for wider visibility and coverage. The annotated list is divided into three sections—the first, essays concerned with criteria and other bases for selection; the second, materials for children and young adults; and the third, important sources of information about new materials.

In a preliminary statement Mr. Cohen notes that though there has been progress in American history textbooks for junior and senior high schools in the treatment of black Americans, and an "outpouring" of materials (print and nonprint) about black Americans, Mexican-Americans, native Americans, and Puerto Ricans, there is need for materials about Asian-Americans, other ethnic groups, and women.

See also item 330, for the committee's ALA *Booklist* compilations and those published in *School Libraries.*

339

Conwell, Mark K., *and* Pura Belpré. LIBROS EN ESPAÑOL: AN ANNOTATED LIST OF CHILDREN'S BOOKS IN SPANISH. New York, New York Public Library, 1971. 52 p. Z1037.7.C66

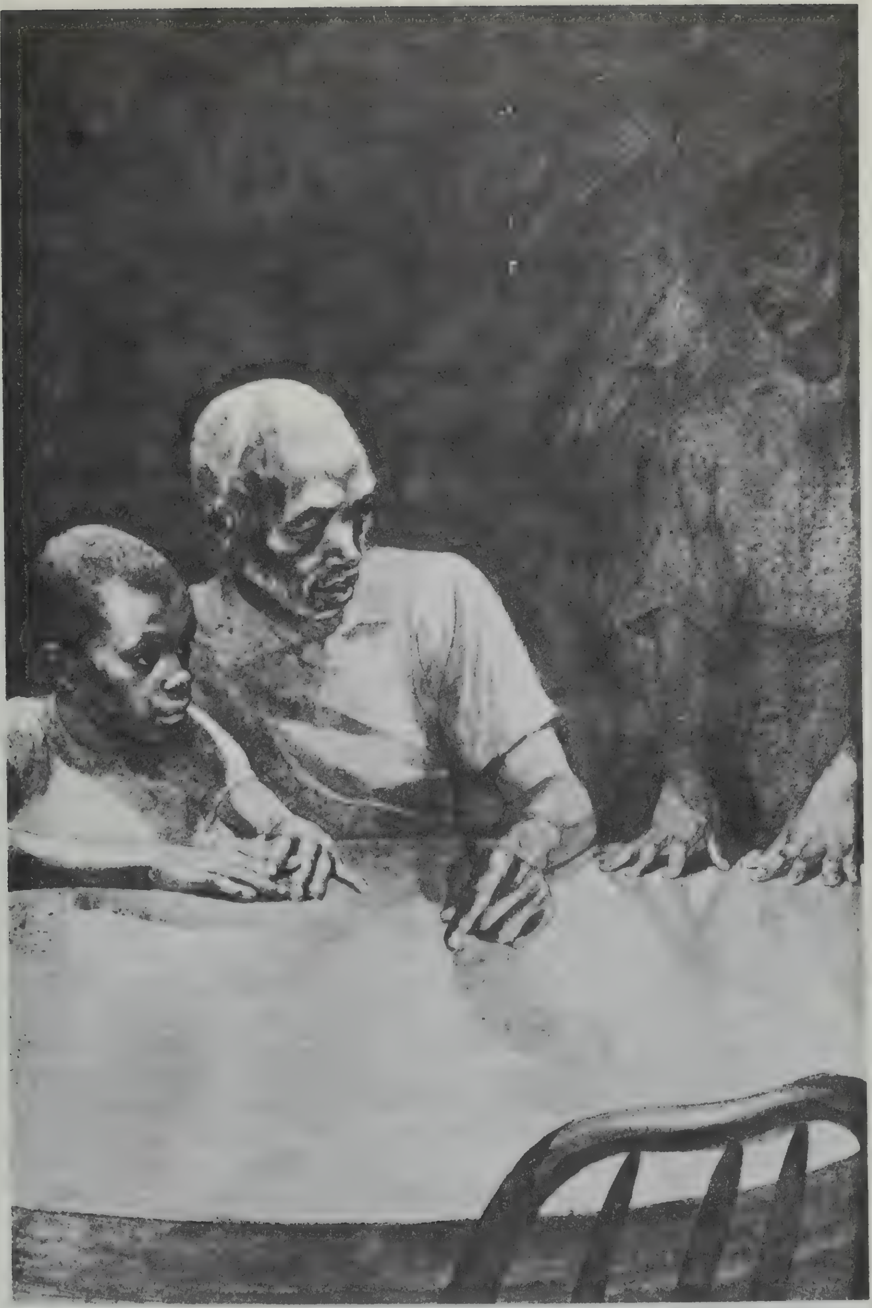


Illustration by Symeon Shimin from Zeeley *(New York: Macmillan Co., 1967) by Virginia Hamilton. Copyright © 1967 by Symeon Shimin. Reproduced by permission.*

"Sponsored by South Bronx Project."

A list based on the library's collection of children's books in Spanish is annotated in both English and Spanish. The selection ranges from picture books and books for children beginning to read to books for older boys and girls, with special groupings of "Folklore, Myths and Legends," "Songs and Games," "Bilingual Groups," and "Books for Learning Spanish." Included is a list of sources through which these and other Spanish materials for children may be obtained.

Indexed by author and title.

340

Enoch Pratt Library, *Baltimore. Office of Work with Children.* Black is . . . Baltimore, 1972. 58 p. illus. Z1361.N39E53

An urban library's annotated and chronologically arranged list of "most of the black-interest books" contained in its active collections for children. An introduction notes the omission of books about white abolitionists and white workers on the Underground Railroad and the inclusion of "only a sampling of the books on ethnology, anthropology, and African history." The titles are ungraded except for a grouping headed "Easy and Picture Group."

341

Feminists on Children's Media. Little Miss Muffet fights back; recommended non-sexist books about girls for young readers. [New York, c1971] 48 p. illus. Z1037.9.F45

An annotated bibliography of picture books, fantasies for older children, tales of adventure, historical fiction, here-and-now stories, science fiction, mysteries, animal stories, old favorites, autobiographies, biographies (for younger and older readers), and books for sex education. The books were evaluated and selected for this list by professionals in the book field and mothers of the women's liberation movement, who "looked for a positive and non-stereotyped portrayal of girls and women . . . girls and boys participating equally in both physical and intellectual activities; female characters leading active and independent lives; girls having a variety of choices and aspiring to a variety of goals; male characters respecting female characters and responding to them as equals." A projected second edition is noted to be the group's last intended bibliography on the subject.

342

Gersoni-Stavn, Diane, *comp.* Sexism and youth. New York, R. R. Bowker Co., 1974. xxviii, 468 p. HQ796.G418

Includes bibliographies.

A former *School Library Journal* book review editor has gathered together a substantial compendium of forty-seven articles, studies, agency reports, and reminiscent pieces on sex-role stereotyping in

America as it affects children and youth. Part 1, "Socialization/Indoctrination," covers aspects of relationships to child rearing, including Julius Lester's "Men: Being a Boy"; part 2, "Dear Old Sexist School Days," looks at education (segregation, sex bias, expulsion for pregnancy, and counseling); part 3, "Books: Propaganda and the Sins of Omission," explores preschool picture books, school readers, ("Liberated Chinese Primers [Let's Write Some Too]" by Florence Howe), Louisa May Alcott as feminist, Diane Gersoni-Stavn's annotated bibliography "Reducing the 'Miss Muffet' Syndrome," and sexism in history; and part 4, "Media Mix and the Games Children Play," deals with films, TV, and toys. Letty Cottin Pogrebin's foreword states: "Somewhere in these pages there is a plan for anyone who wants to improve the quality of life and the diversity of options for boys and girls alike."

343

Gray, Jane. THE IMAGE OF THE ABORIGINE IN LITERATURE. Children's libraries newsletter, v. 9, May 1973: 35–39. GR&B-CBS

An article based on a survey for library school study in New South Wales discusses criteria for evaluating books about the aboriginal groups and supplies numerous references to both children's books and works about them.

344

Griffin, Louise. MULTI-ETHNIC BOOKS FOR YOUNG CHILDREN; ANNOTATED BIBLIOGRAPHY FOR PARENTS AND TEACHERS. [Washington, National Association for the Education of Young Children, 1971?] 74 p. illus. (An ERIC-NAEYC publication in early childhood education) Z1037.9.G7

A broadly inclusive (with emphasis on the easily read), briefly annotated bibliography in ten parts, includes references to books for eight ethnic minorities, a section devoted to diversity, and a list for parents and teachers. It was produced in response to requests from teachers and parents, particularly of Head Start children, for books about "their children's races, their national backgrounds, their ethnic groups, or their life styles." Age levels represented range from kindergarten (up to age five) through elementary (six through twelve).

345

Keating, Charlotte M. BUILDING BRIDGES OF UNDERSTANDING BETWEEN CULTURES. Tucson, Ariz., Palo Verde Pub. Co. [1971] 233 p.

Z1037.K3

The second of Mrs. Keating's annotated bibliographies, designed, as was the first of 1967, to promote "intergroup harmony, particularly between blacks and whites," has twelve sections (instead of six): Black Americans, Indians and Eskimos, Spanish-speaking Americans, Asian Americans, nationality groups and religious minorities, selections with multiethnic representation, books for bilingual/bicultural children, books that belong but don't fit (contribute, but not to one specific area), Africa, Asia, the Caribbean, and Mexico. Titles within each section are arranged alphabetically by author, in one of the three age groups—preschool and primary levels, upper-elementary levels, and junior-high and high-school levels. Age levels for each entry are supplied.

346

Latimer, Bettye I., *and others*. STARTING OUT RIGHT; CHOOSING BOOKS ABOUT BLACK PEOPLE FOR YOUNG CHILDREN, PRE-SCHOOL THROUGH THIRD GRADE. [By the] Children's Literature Review Board [Madison], Wisconsin, Department of Public Instruction, Bulletin No. 2314, 1972. 96 p.
GR&B-CBS

A "self-initiated" research project conducted by six women organized as a review board. Starting with the premise that none of the "innumerable" extant multiethnic bibliographies "seemed to deal significantly with the quality of this genre of books," their idea was to prepare a comprehensive bibliography of black-focused books to serve as a pioneer study regarding the nature of prejudice as it occurs in children's literature. Thus their first aim was to construct a set of definitive criteria for judging these books. The main content of their bulletin consists of critical reviews of a variety of books written for kindergarten through grade three.

See also item 348 for another list for multiethnic, disadvantaged readers.

347

Moyer, Dorothy C. THE GROWTH AND DEVELOPMENT OF CHILDREN'S BOOKS ABOUT MEXICO AND MEXICAN AMERICANS. [Bethlehem, Pa.] Lehigh University, 1974. 371 p.
GR&B-CBS

Dissertation (PhD. Ed.)-Lehigh University, School of Education.
Electrostatic copy.

A study made to determine "whether there has been a change in the image of Mexico" as portrayed in 661 children's books obtained and assessed as recommended, acceptable, marginal, or not recommended. The titles are grouped in five periods: up to 1925, 1926–40, 1941–49, 1950–60 (new trends and emphasis), and 1961–71 ("an era of significant change"). Both in quantity and in quality, fiction and nonfiction are seen to have been improved through a greater relevance for children and more first-hand experiences giving greater accuracy to the writing and illustration. However, stereotypes and condescension are seen to have continued. The author adds that "children's trade books, when carefully selected, can [as well as textbooks] be invaluable aids to developing children's awareness. . . ."

348

Spache, George D. GOOD READING FOR THE DISADVANTAGED READER; MULTIETHNIC RESOURCES. Champaign, Ill., Garrard Pub. Co. [1970]

201 p. LC4086.S66
Includes bibliographies.

A reading specialist, who wishes to see an improvement in reading instruction for disadvantaged minority-group children, offers suggestions and specific reading guidance. His briefly annotated book lists recommend titles for Afro-Americans, native Americans, Eskimos and Alaskans, Mexican-Americans, migrants, Orientals, Puerto Ricans, and others. These he has selected "to help pupils find books with which they can identify—books in which they can find positive images of their race or ethnic type."

"Materials for Basic Education of Adult Illiterates and School Dropouts"; author and title index; title and author index; directory of publishers.

349
Stensland, Anna Lee. LITERATURE BY AND ABOUT THE AMERICAN INDIAN; AN ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. [Urbana, Ill.] National Council of Teachers of English [1973] 208 p. Z1209.S73

Designed for those teaching Indian literature, history, and culture to junior and senior high school students. Most of these titles represent Indian points of view, but the list also includes some books which present incomplete or degrading pictures of Indians in the belief that a warning is more useful than an omission. Whenever possible, the annotations give citations to reviews by Indian writers or to Indian-produced bibliographies in which a book is included. Study guides to selected books, biographical sketches of some Indian authors, and a list of suggested titles for a basic school collection are included.

See also item 301 (Judith Elkin's *Books for the Multiracial Classroom*) and item 302 (Janet Hill's *Books for Children: The Homelands of Immigrants in Britain*).

BIBLIOGRAPHIES OF SOURCES

350
Ellis, Alec. HOW TO FIND OUT ABOUT CHILDREN'S LITERATURE. 3d ed. Oxford, New York, Pergamon Press [1973] 252 p. (The Commonwealth and international library. Libraries and technical information division) PN1009.A1E43 1973

The third edition (the first, 1966, and second, 1968) of work intended to complement the author's *A History of Children's Reading and Literature* (Oxford, Pergamon Press [1968, c1963] 233 p. PN 1009.A1E42 1968). A preface notes that this third edition contains "a considerable number of additions and amendments," including now a section on surveys of children's reading. Helpful information is provided on British professional organizations, their aims, publications, awards, and collections, with a directory of addresses appended.

Some divisions of the subject such as histories and criticisms comprise series of bibliographical entries; others combine annotated listings with narrative discussions which also incorporate bibliographical information.

A "List of Illustrations" notes pages of specimen entries reproduced from basic histories, bibliographies or catalogs, review media, and other works about children's literature. The chapters on "important" translations of children's books from foreign languages and on retellings of folklore reveal omissions which may be questioned, as does the naming of institutions which provide "guidance" and of professional journals dealing with children's literature.

351

Ray, Colin H. BACKGROUND TO CHILDREN'S BOOKS. London, National Book League, 1971. 24 p. Z1037.A1R34

In recognition of an increasing interest today in books for children and a growth of publication bearing on children's books and reading, this compilation cites related books on libraries and the educational use of books. As the compiler notes further, it includes works recognized to be the more useful, rather than highly specialized. Unannotated except for occasional explanatory notes of identification.

See also items 338, 394, 551, and 553 for multiethnic and international lists of sources.

CHILDREN'S BOOKS IN THE LIBRARY OF CONGRESS

352

Coughlan, Margaret N., *comp.* CREATING INDEPENDENCE, 1763–1789; BACKGROUND READING FOR YOUNG PEOPLE: A SELECTED ANNOTATED BIBLIOGRAPHY. Washington, Library of Congress; [for sale by the Supt. of Docs., U.S. Govt. Print. Off.] 1972. 62 p. illus. Z1238.C66

Introduction by Richard B. Morris.

A guide in the selection of background reading for young persons, prepared in connection with the Bicentennial of the American Revolution.

Including some works published for adults as well as well-documented histories, biographies, and other works intended primarily for young people, the compiler used as criteria for selection: factual accuracy; logical organization of the material in attractive format; clear, succinct writing; skill in bringing to life the period and the revolutionary movement; and a point of view that broadens the reader's understanding. Professor Morris's introduction and the annotations are directed both to the young researcher and the adult book selector.

For the five major sections—"The Times," "The Rise of Discontent"

("A Few Hot and Designing Men" and "Acts and Declarations"), "The Days of Revolution" ("Soldiers, Spies, and Citizens" and "The Sound of the Drum"), "A Constitution Is Born," and "Heroes, Heroics, and Tradition"—a liberal number of documentary reproductions are included: continental currency, almanac pages, excerpts from contemporary newspapers and broadsides, early maps, prints, and portraits. All are listed as an appendix with order numbers for requests to the Photoduplication Service, Library of Congress.

353

Heins, Paul. VIRGINIA HAVILAND AND THE TENTH ANNIVERSARY OF THE CHILDREN'S BOOK SECTION OF THE LIBRARY OF CONGRESS. *In* Children's Book Council. Calendar, v. 33, May/Aug. 1973. port. GR&B-CBS

A piece by the editor of the *Horn Book Magazine* celebrates the tenth anniversary of the section, providing background on its establishment, the collection of children's books which it services, and its program of publications, annual lectures, and occasional exhibitions.

A Russian translation appears in *Detskaia literatura* (see *Guide, First Suppl.,* item 616), no. 4 (whole no. 100), 1974, p. 31–32.

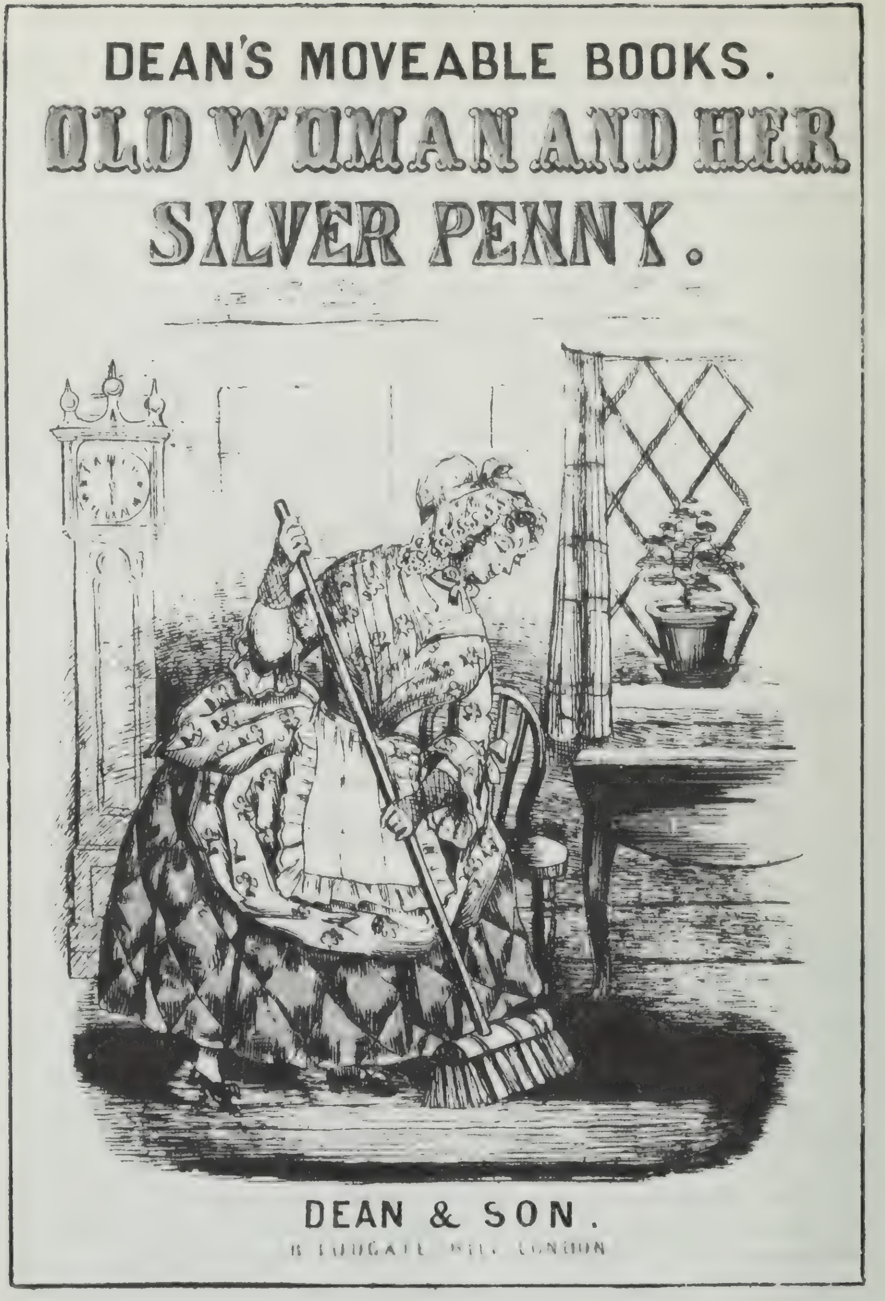
354

THE QUARTERLY JOURNAL OF THE LIBRARY OF CONGRESS. v. 30, April 1973: 86–168. Z663.A5 Z881.U49A3, v. 30

An anniversary issue designed to celebrate the tenth anniversary of the establishment in March 1963 of the Children's Book Section in the General Reference and Bibliography Division of the Reference Department.

Contents of the issue relate to a variety of children's book collections and activities in the Library. Author and translator (of Andersen) Erik Haugaard, Library lecturer on the occasion, wrote a piece especially for the issue entitled "A Translator's Opinions," in which he expresses the pleasure and challenge he felt when translating anew all of the fairy tales and stories of Hans Christian Andersen. (*See also* item 166 for *Portrait of a Poet,* his published lecture.)

Virginia Haviland's illustrated "Who Killed Cock Robin? Depositions in the Collections of the Library of Congress" is an indication of the large resources of juvenilia in the Rare Book Division (as Haugaard's may remind readers of the Jean Hersholt Anderseniana Collection). Duncan Emrich's contribution is "Children's Folklore in the Archive of Folk Song"; Treva Turner's, "Cataloging Children's Materials at the Library of Congress"; and Catherine B. Wires's, "Books for Children Who Read by Touch or Sound," which interprets services of the Division for the Blind and Physically Handicapped. The issue is completed by editor Sarah L. Wallace's outline of the history of the Children's Book Section and an illustrated list, "Recent Library of Congress Publications on Children's Literature."



DEAN'S MOVEABLE BOOKS.

OLD WOMAN AND HER SILVER PENNY.

DEAN & SON.

11 LUDGATE HILL LONDON

Cover illustration from the
Old Woman and Her Silver Penny,
published in London by Dean & Son
in the mid-nineteenth century.

355

U. S. *Library of Congress. Children's Book Section.* Americana in children's books, rarities from the 18th and 19th centuries; an exhibition catalog of items chosen and annotated by the Children's Book Section. Washington, Library of Congress, 1974. 28 p. illus.

Z1037.U73 1974

"Mounted in the Library of Congress Rare Book Room, November 1974–January 1975."

A fully illustrated little catalog of exhibit items ranging from a 1773 *New-England Primer Improved* to selections from the great nineteenth-century American magazines, concluding with an installment of Howard Pyle's *The Merry Adventures of Robin Hood,* which is shown in the January 1883 issue of *Harper's Young People.* A preface by Virginia Haviland refers to the Bicentennial interest in "American cultural as well as political history."

356

U.S. *Library of Congress. Children's Book Section.* The wide world of children's books; an exhibition for International Book Year. An annotated catalog, compiled by Virginia Haviland, head, Children's Book Section. Washington, Library of Congress; [for sale by the Supt. of Docs., U.S. Govt. Print. Off.] 1972. 84 p. illus. Z1037.U73

Books listed in the catalog, from thirty-eight countries and in their original languages, representing a "tiny token" of the Library's rapidly growing collection of foreign children's books, have been selected on the basis of each one's continuing significance, attractiveness, and relative importance within the national bodies of literature. Many books on the International Youth Library's "best lists" and international Hans Christian Andersen Award lists have been included.

See also an illustrated article by Virginia Haviland in the *Horn Book Magazine,* v. 48, June 1972, p. 241–248, which defines the scope and criteria for this selection.

See also item 424 for Joseph C. Hickerson's *A Selected List of Materials Relating to Games and Play* (Library of Congress [1970]).

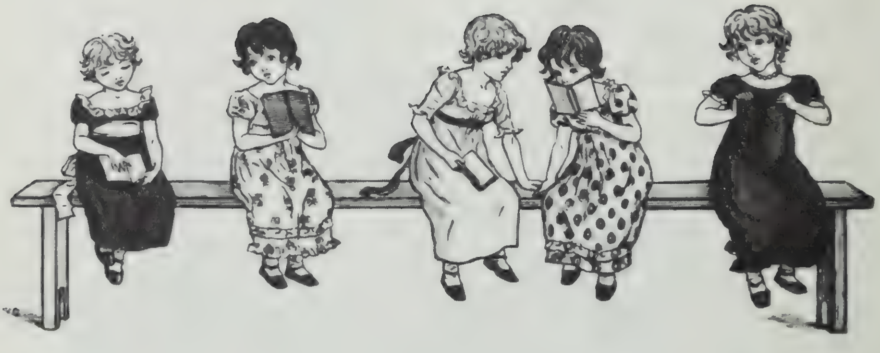


Illustration by Kate Greenaway
from her Marigold Garden,
published in London
by George Routledge
and Sons in 1885.

Books and Children

READING GUIDANCE

357

Ashley, L. F. CHILDREN'S READING AND THE 1970'S. [Toronto] McClelland and Stewart [1972] 102 p. Z1037.A74

Bibliography: p. 99–101.

A University of British Columbia professor of education, one of the editors of *Only Connect* (see *Guide, First Suppl.,* item 127), looks at children's reading in terms of preferences and dislikes, considering "Children's Reading and Television" and "Books Most Remembered by Children and Teachers." Noting that only five percent of adults (Americans or Canadians) will have attained regular reading habits, he doubts that "any increase is at all possible until and unless teachers and other interested adults attain some familiarity with, if not understanding of, children's reading interests and habits. However, before considering these in detail it is necessary to look closely at some aspects of today's society which influence, and to a degree predetermine the reading that children do."

His questionnaire findings reveal that the critical stage in a child's reading development comes during his fifth grade in school and that his development of literary taste does not depend only on reading the best or the "classics." He quotes Edward Blishen who notes that "in the last few years children's literature has been moving, at its senior end, closer and closer to adult literature."

358

Association for Childhood Education International. LITERATURE WITH CHILDREN. Monroe D. Cohen, editor. [Washington, 1972] 64 p. Z1037.A86 1972

About half of this baker's dozen of articles, compiled on request of the association to inspire teachers to use books with children, were freshly written for this pamphlet; the others are reprinted from a similar compilation of 1961 bearing the same title (revised except for two pieces, "Choral Reading in the Classroom" by Ruth G. Strickland and "Storytelling" by Ruth Tooze). New essays include Peggy Sullivan's "Fostering Lifetime Reading Habits at Home and School" and James Higgins's "Teacher Resources for Literature with Children." Among the revised articles are Leland B. Jacobs's "Providing Balanced Contacts with Literature for Children" and Shelton L. Root, Jr.'s "Using Multi-Media Experiences with Literature."

Bibliography: p. 63–64.

359

Chambers, Aidan. INTRODUCING BOOKS TO CHILDREN. London, Heinemann Educational [1973] 152 p. Z1037.C442

Bibliography: p. [126]–131.
Includes index.

Written "for teachers, particularly student-teachers and beginners in the profession," and for anyone concerned to encourage children to read "voraciously."

Mr. Chambers, a former librarian-teacher, takes a practical, straightforward approach. In such arresting chapters as "Why Bother?," "Friends and Peers," and "Worrying About the Rubbish," he sees the paradox of emphasizing discrimination in choice, and, on the other hand of feeling that it doesn't matter what children read so long as they read widely. He discusses why literary reading is important to everyone and adds a list of books and sources of information (bibliographical sources, histories of children's books, criticism, surveys, lists, and journals). Two essays are further appended: Richard Hoggart's "Why I Value Literature" and Lord David Cecil's "The Appreciation of Literature."

360

CHILDREN'S LITERATURE FOR TODAY'S WORLD; WHERE WILL IT LEAD? Wilson library bulletin, v. 45, Oct. 1970: 142–168. Z1217.W75, v. 45

In the magazine's annual special issue devoted to children's books and library service, Mae J. Durham serves as guest editor for a section of six articles which, together with her introduction, focus on "means of opening the entire world to children, in a way that reflects childhood as childhood must be reflected—realistically, humanely, universally."

The contributors represent many sides of the children's book world: author Lloyd Alexander in "Identifications and Identities" ("Fantasy, like all forms of art, tries to get at the truth of the matter. The search for truth is always relevant"); editor Jean Karl in "The Here and Beyond" ("We must let change come to make sure books are a part of the changed future"); author-librarian Betty Bacon in "From Now to 1984" (". . . books wallow in guilt and lightly toss to children the responsibility for cleaning up the mess, without tools. This is no more honest realism than the too-too wholesome books of a bygone era. . . . In the neo-realism, neither the young nor their parents are competent or worthy of respect"); librarian Alison Moxley in "The Real Thing: What Will It Be?" (". . . half-hearted attempts at relevance . . . give only a distorted and misleading view. . . . There is an overriding need for books which entertain and, even more, for books which entertain and enlighten . . ."); librarians Virginia Walter and Nancy Schimmel in "Looking Beyond His Own Block" ("We have begun to build a reading clientele among the economically, but not necessarily culturally, disadvantaged boys and girls of the ghetto. . . . Sometimes it will be up to us to demonstrate the relevance of seemingly irrelevant books. Here are some approaches that we have tried"); and librarian Margaret Jehu in "Commitment and Conscience in Children's Services" ("We must . . . devote our energies toward fighting the trends toward dehumanization and mediocrity. . .").

361

Claremont college reading conference. YEARBOOK. Claremont, Calif., Claremont college library. annual. BF456.R2A14

Publication began with issue for 1936.

In the thirty-fifth issue, 1971, p. 53–58, appears Maurice Sendak's "On the Importance of Imagination," a presentation rejecting the air of solemnity which the artist sees as having "always pervaded the subject of children and books for children."

The thirty-seventh issue, 1973, contains, among the papers related to techniques and problems of children's reading in the classroom, Winifred Ragsdale's "Presentation of Recognition of Merit to Zilpha Snyder" and the latter's "Acceptance Message" for the ninth annual George G. Stone Recognition of Merit for a creator of children's books. From the award program comes also "An Inheritance of Folklore: the Beneficiaries?," the conference's annual lecture on children's literature, given by Virginia Haviland. Here the childhood reading of fairy tales is shown to have been a stimulus for creative scientists and writers.

362

Dickinson, Peter. A DEFENCE OF RUBBISH. Children's literature in education, no. 3, Nov. 1970: 7–10. Z1037.A1C5, no. 3

A succinct defense of the view that a certain amount of pulp reading is healthy for a child and a steady diet of classics is unnatural, because a child wishes to read everything his peers enjoy and occasionally may need the security provided by formulaic material. Finally, the author notes that "the adult eye is not necessarily a perfect instrument for discerning certain sorts of values."

363

Fisher, Margery. THE ROLE OF READING IN EDUCATION IN BRITAIN. [n.p.] 1972. 26, vii l. GR&B-CBS

Typescript (duplicated copy).

A contribution prepared in Great Britain for distribution at the 1972 conference in Nice of the International Board on Books for Young People.

The compilation contains introductory and further discussion by Mrs. Fisher, incorporating lengthy statements from authors John Rowe Townsend and Aidan Chambers, education lecturer Margaret Meek, library school lecturer Eileen Colwell, public children's librarian Janet Hill, and secondary school librarian Cecilia Gordon. Margaret Meek's seven-page appendix, "The Role of Reading in the Development of Children and Adolescents in our Changing Societies," was written on the conference theme. The sum total, through references and other bibliographical entries, furnishes suggestions for gaining a broader grasp of the importance of children's books and reading.

364

Gillespie, John T., *and* Diana Lembo. INTRODUCING BOOKS; A GUIDE FOR THE MIDDLE GRADES. New York, R. R. Bowker Co., 1970. xvii, 318 p.
Z1037.A1G49

"Designed to help teachers and librarians who are giving reading guidance and book talks to children and young adults between the ages of nine and fourteen."

The eighty-eight titles suggested for use have been "arranged according to the developmental goals of childhood," with a subject index under "more conventional headings." The material on each book is divided into four sections: plot analysis, thematic material, book talk material (illustrations, passages suitable for reading or retelling, and additional suggestions.

See also the authors' *Juniorplots: A Book Talk Manual for Teachers and Librarians* (*Guide, First Suppl.*, item 295), which discusses eighty titles for use with children and young people between the ages of nine and sixteen.

365

Hollindale, Peter. CHOOSING BOOKS FOR CHILDREN. London, Elek [1974] 187 p. illus.
Z1037.A1H64

Includes index.

A British professor of literature directs his book to parents and librarians selecting fiction for children and young people. While offering adults some firm guidelines for selection, Professor Hollindale, who was stimulated by "a child's shiver of excited discovery" to write the book, devotes special attention to the tastes of children themselves. The discussion, organized by age level, evaluates critically many lesser-known books, as well as favorites, rejecting many for a number of reasons, but dealing reasoned praise to others. Lists of representative books which accompany each discussion are highly influenced by the author's personal tastes. A miscellany of related topics, such as comics and television, are briefly treated.

366

Ingram, Anne B. IT'S READING TIME; BOOKS FOR THE UNDER FIVES. [Hornsby, N. S. W.] Hodder & Stoughton [1972] 94 p. (The Happy family series) Z1037.I48

A perceptive and knowledgeable compact guide to book selection for the parents of small children. Generalizations on criteria precede discussions of choosing kinds of books: for reading aloud, picture books for youngest and also older children, children's first reading, poetry, informational books, and paperbacks. Each area includes annotated suggestions (with British imprints, for titles published widely in other countries).

367

International Reading Association. REACHING CHILDREN AND YOUNG PEOPLE THROUGH LITERATURE. Helen W. Painter, editor. Newark, Del. [1971] 72 p. Z1037.A1I76

Includes bibliographies.

Eight papers, all but one (a biographical piece) delivered at the 1970 Anaheim convention of the International Reading Association. Divided between "Qualities of Literature" and "Literature in Action," these articles include Jean Karl's lead piece, "Contemporary Children's Literature," Lloyd Alexander's "The Man and His Books for Children," three papers on "ways in which teachers can utilize literature in the classroom," and one on how literature can foster international understanding.

368

Jones, Anthony, *and* June Buttrey. CHILDREN AND STORIES. Oxford, B. Blackwell [1970] 159 p. illus., plates. LB1042.J6

Includes bibliographical references.

Two British educators discuss books and their values and interests for children, citing specific reactions to stories shared. Discussion centers on television programs, other storytelling, development of the reading skill, the school's responsibilities for ensuring the active acceptance of books (knowing children, providing time, opportunity, and books for private, individual reading), reliance on support from the public children's library, and the teacher's sharing of stories of various kinds in telling and reading aloud.

Appendixes: selected, classified list of storybooks for children of primary to lower secondary school age; list of stories read, introduced to, and used with two classes of children during a particular school year; using work cards in connection with children's reading; some suggestions for further reading and reference. Index.

369

Jordan, June. YOUNG PEOPLE: VICTIMS OF REALISM IN BOOKS AND IN LIFE.

Wilson library bulletin, v. 48, Oct. 1973: 140–148. Z1217.W75, v. 48

A transcript of a speech given at the American Library Association in June 1973. Here this author of books for children and young people considers "the serious nature of disagreement about what's real, or realistic" and adds that "what goes down under the name of realism is, 95 percent of the time, pointless, self-indulgent, status-protecting, and irresponsible. . . . It is our most serious business to insist upon the support, invention, discovery or development of good news as real news about reality." Redefines realism to include an end to atrocity—a new realism.

370

Kujoth, Jean S., *comp.* READING INTERESTS OF CHILDREN AND YOUNG ADULTS. Metuchen, N.J., Scarecrow Press, 1970. 449 p. illus.

Z1037.K84

An anthology of research findings and observations by professionals, previously printed in thirty-five serials related chiefly to education and library science. Questions discussed concern motivations for reading, particular books and types of reading preferred, personal characteristics and social factors which influence reading, and the implications of these for people trying to get the right book to the right child at the right time. Among the contributors are educators Roma Gans, Ernest Roe, and George W. Norvell, author Nat Hentoff, and critic Lewis S. Gannett.

The articles are grouped in seven sections according to the ages of children whose reading is studied, from ages one to nineteen, as well as exceptional children. Author and subject indexes.

371

Lupoff, Richard A., *and* Don Thompson. ALL IN COLOR FOR A DIME. New Rochelle, N.Y., Arlington House [1970] 263 p. illus. (part col.)

PN6725.L8

An anthology of articles on some two dozen heroes of the comic book, by professional writers and editors who examine the genre as a "dominant element in the culture of American children" which in this day of television is seen to have "fought back to a new revival in popularity." Each piece has an editorial introduction.

The editors believe that comic book characters have become "part of the myth-structure of much of the world" (Superman being more widely known than Paul Bunyan). In their over-all introduction the editors evaluate works on the history and popularity of the comic book, including works castigating the comics. They see that most of the costumed adventure heroes, with whom the articles are heavily weighted, appeared first in the comic strip, and later, though less often, in pulp magazines and on radio.

See also items 16, 510, 627, and 725.

372
McHargue, Georgess. A RIDE ACROSS THE MYSTIC BRIDGE; OR OCCULT BOOKS, WHAT, WHY, AND WHO NEEDS THEM? School library journal, v. 19, May 1973: 24–30. Z671.L7, v. 19

In this day of the occult book explosion (juvenile following adult) the author of young people's books on occult subjects discusses in brief the history of occult books which, forbidden in some directions, came to have an underground existence and become "cult" books dealing with black magic and the making of pacts with the devil. The article considers the question of whether there should be occult books for young people and if so, what kind?

Defined are five main subject headings for the occult: books on prediction, the history and practice of magic, religion (superstition, mystical beliefs, spiritualism, theosophy and other philosophies, and mythology), occult histories (lost continents, the Loch Ness monster, and UFO), and psi (phenomena relating to psychic powers such as ESP, poltergeisting, materialization, and water and metal divining)—all sharing the characteristic of being rejected hypotheses of our culture.

373
Marshall, Joanne G., *and* Victor W. Marshall. THE TREATMENT OF DEATH IN CHILDREN'S BOOKS. Omega, v. 2, Feb. 1971: 36–45.
BF789.D404, v. 2

A study by scholars (from a biomedical library and university department of sociology and anthropology) of children's books and short stories viewed as serving "a significant function in explaining death to children." Preceding a booklist is a brief essay on changing attitudes toward death and children's perceptions of it, which refers to the findings of well-known psychologists and indicates that more psychological research is needed to identify stages in developing conceptions. The writers note that a "search of children's books reveals serious inadequacies in the treatment of death, with no comprehensive bibliography of children's literature available"—though they admit a new publishing trend is evident.

With a belief that children's librarians must make available books that convey a sensitive and realistic picture of death and interpret the new trend to parents and children themselves, Joanne Gard Marshall provides an "Annotated Bibliography: A Selected List of Children's Books Relating to Death." Trying to emphasize realistic fiction rather than fantasy, she cites nine titles for preschool to age seven, twenty-three for ages eight to eleven, twenty-five for ages twelve and over, and an additional eight titles on "Explaining Death to Children" for adults.

374
Merla, Patrick. "WHAT IS REAL?" ASKED THE RABBIT ONE DAY. Saturday review, v. 55, Nov. 1972: 43–50. Z1219.S25, v. 55

"Today's literary trends reveal a paradox: harsh realism in children's books, fantasy and escapism in adult books. Now, who buys what for whom?" (subtitle). With this thought, the writer develops the thesis that "Children are forsaking innocence in their reading habits to peruse stark realities, while adults, paradoxically, are wandering more and more into fictional never-never-lands." Childhood, he believes, is less a state of innocence and more a period of greater maturity. He examines many examples of teenage and adult fiction and includes a bibliography of realistic novels, picture books, fantasy, and science fiction.

Of adult readers of science fiction/fantasy, he notes three groups: the cultists, the enthusiasts, and the occasional readers. They seek "better worlds," which can be provided by children's fantasy as well as by adult fantasy, and ask for the answer to what is real?—in a "renascence of the wish to live humanely."

375

A NATIONAL BOOK LEAGUE CONFERENCE: THROUGH LITERATURE TO LIFE? Signal, no. 11, May 1973: 102–107. PN1009.A1S39, no. 11

A discussion of fiction's place in helping young people to cope with the social problems that surround them. The contributors at a Birmingham conference each sought to consider how usefully writers of today present, fictionally, life as it is. The contributors are: An Rutgers van der Loeff (believes that honest books about characters suffering ordeals similar to those of readers can reassure and help them grow up, and that they "crave to be involved with, to be touched by, fundamental emotions"); Catherine Storr ("our problem is much more how to discuss the controversial subjects than whether to introduce them at all. . . . I don't think . . . we should protect children against knowledge"); Nina Bawden (the "emotional landscape" in children's stories "should be one they recognize. . . . It's important . . . to write about relationships between children and adults"); and, Robert Leeson, a newspaperman ("the vital question of whom . . . literature is actually reaching . . . hasn't been considered, and I think this is important").

376

Palmer, Julia R. READ FOR YOUR LIFE; TWO SUCCESSFUL EFFORTS TO HELP PEOPLE READ AND AN ANNOTATED LIST OF THE BOOKS THAT MADE THEM WANT TO. Metuchen, N.J., Scarecrow Press, 1974. 510 p. illus.

Z1039.S55P35

A practical report of two successful projects of volunteer service to children needing reading help: one-to-one tutoring in reading by School Volunteers in Harlem, and "Buttercup," a bookmobile service in Brooklyn which aimed to reach nonreaders and used in part a summer paid staff of students known as "Future Librarians of America."

A bibliography notes books on volunteer service, children's reading, and new and successful trends in education. An appendix deals with budgets and schedules. A major portion of the volume (p. 83–510) consists of a classified, annotated (in terms of children's interests), and fully indexed bibliography of books recommended as "being most likely to interest people in reading with pleasure who have had little or no experience with books," selected on the basis of "three related but somewhat different experiences" in working with children.

377

Ray, Sheila G. B. CHILDREN'S FICTION: A HANDBOOK FOR LIBRARIANS. 2d rev. ed. Leicester, Brockhampton Press [1972] 239 p.

Z1037.A1R36 1972

First issued in 1970 and written by an English library school teacher of children's literature, formerly a children's librarian, this discussion of good fiction of many kinds, purposes, values, appeal, and popularity with children, is indeed a handbook for librarians. It does not purport to be either a historical survey or a critical evaluation such as Margery Fisher's *Intent Upon Reading* and John Rowe Townsend's *A Sense of Story.* In addition to identifying satisfying qualities for the reader of many titles and kinds of books in each of the twenty chapters concerned with areas of fiction, the discussion goes on to deal with awards, illustration, and publishers.

The presentation covers the ground thoroughly and exhibits an awareness of current trends and interests, including science fiction, stories about disadvantaged children, and the great amount of good publishing in translation.

Bibliographies at the end of each chapter and at the end of the book supply a generous amount of information about related books and periodical articles, publishers (with addresses), associations, societies, institutions, professional periodicals, bibliographies, and lists.

378

SCIENCE TRADE BOOKS—WRITING—ILLUSTRATING—USING—101 OF 1972. Science and children, v. 10, Apr. 1973: 19–26.

LB1585.S34, v. 10

A four-part presentation consisting of three papers based on speeches given at the 1973 convention of the National Science Teachers Association and an annotated bibliography of 101 children's trade books for kindergarten through grade six, published in 1972 in the field of science.

Millicent E. Selsam's "Writing Science Books for Children" emphasizes that the purpose of science books is not "to fill a child's head with facts but to give him some idea of the great advances in science made by the linking of many observable facts into fundamental concepts." And, she adds, good science books communicate some of the excitement of discovery.

Jeanne Bendick comments in "Illustrating Science Books for Children" on the "artist's obligation to find out what pictures the writer had in his head and to get those on paper." However, she also notes, "One of the best things any illustrator can give to a picture is his own viewpoint—the special ways he sees things."

Glen Blough, a university science educator and author of many nature books, talks about the importance of books as well as firsthand experience in the acquiring of information, and comments that adults should know about the contents and intentions of available books in order to generate enthusiasm. Available as a reprint. (National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.)

See also, v. 10, Apr. 1973 and v. 11, Mar. 1974 (and following volumes) for other annual lists (selected by a joint committee representing the Children's Book Council-National Science Teachers Association) which are available, like the first, as reprints.

379

Tucker, Nicholas. HOW CHILDREN RESPOND TO FICTION. Children's literature in education, no. 9, Nov. 1972: 48–56. Z1037.A1C5, no. 9

A psychology professor discusses guidelines for understanding children's enthusiasms for books, and considers length, concreteness, characters to be identified with, "some experience of fear," desirable rather than realistic experiences, and the possibility of heroic action in a shabby Cinderella situation. He finds a measure of literary value to be a concern with growth in some way—that growth in relationships and experiences of life is "more about shades of grey than about black and white."

380

Williams, Gladys. CHILDREN AND THEIR BOOKS. London, Duckworth [1970] 158 p. Z1037.W72

A practical book for parents interested in children's reading and not without usefulness for teachers, librarians, and social workers, as well.

Examining the question of how one awakens in the child a love of books, the author suggests, with illustrative experiences cited, ways of bringing books to children—from the youngest to those in the senior school. Covered are questions of taste in pictures, vocabulary enlargement ("little children seem almost to *taste* their words"), the communication possible with children through storytelling and reading aloud, the comics, backward readers, televised books and other viewing, the home library, and how to recognize and acquire the right books.

The up-to-date selective bibliography (p. [147]–158) includes books mentioned in the various chapters plus additional titles enjoyed by children.

381

Arbuthnot, May Hill, *and* Zena Sutherland. CHILDREN AND BOOKS. 4th ed. Glenview, Ill., Scott, Foresman [1972] 836 p. illus. (part col.) PN1009.A1A7 1972

The editor of the *Bulletin* of the Center for Children's Books has completely revised and enlarged by 138 pages Arbuthnot's text on children's literature (see this same title in *Guide,* item 143). In her reorganization of the chapters, Mrs. Sutherland has given added emphasis to books about minority groups and books published in other countries and has updated and amplified the bibliographies at the end of each section.

Strengthening the whole are enlarged portions dealing with nonfiction and with "striking changes" in realistic fiction for older children. Newly interpolated throughout, among discussions of individual writers, are "Viewpoints"—significant quotations from scholarly specialists (Stith Thompson on folklore, C. S. Lewis on criticism, and Margery Fisher on fantasy). New also, suggesting possible areas for research studies, is a section entitled "Areas and Issues Related to Children and Their Books." This section is edited by Dorothy M. Broderick and written by such authorities as Sara Innis Fenwick, Anne Pellowski, John Donovan, and others, who cover: "Research in Children's Books," "The School Media Center," "The Censorship Dilemma and Youth's Right to Learn," "Pressure for Pluralism: The Blacks, Chicanos, the Native Americans and Women," "Internationalism in Children's Literature," "Popular Literature," "Series Books," "Television: The Impact and Influence of Another Medium," and "Book Promotion."

Extensive appended bibliographies include book selection aids, adult references, and children's book awards.

382

Arbuthnot, May Hill, *and* Mark Taylor, *comps.* TIME FOR NEW MAGIC. Illustrated by John Averill [and others] Glenview, Ill., Scott, Foresman [1971] 300 p. illus. PZ5.A64Tim3

A revision and expansion of the section titled "New Magic" in *Time for Fairy Tales* (see *Guide,* item 668). The fifty-six selections in this anthology are grouped in seven categories within part one. Part two, "New Magic and Children" (p. 245–278), discusses fantasy as a genre, its history, authors, values, types, and criteria for evaluation. Part three, an annotated bibliography (p. 280–298), cites many examples of fantasy (with grade level for each title) and includes a list of biographical references. Its introduction explains the awards and distinctions referred to in the annotations.

383

——— TIME FOR OLD MAGIC. Illustrated by John Averill [and others.

Glenview, Ill.] Scott, Foresman [1970] 389 p. illus. PZ8.A854Ti

"A representative collection of folk tales, fables, myths, and epics to be used in the classroom, home, or camp; especially planned for college classes in children's literature; with section introductions, headnotes for the individual stories, and a special section titled 'Old Magic and Children' " (from the title page).

The new cocompiler with Mrs. Arbuthnot for this revision of *Time for Fairy Tales Old and New* (see *Guide*, item 668) is known particularly as a storyteller and teacher of children's literature.

384

Jackson, Clara O., *and* Harriet B. Quimby. BUILDING A CHILDREN'S LITERATURE COLLECTION: A SUGGESTED BASIC REFERENCE COLLECTION FOR ACADEMIC LIBRARIES. Choice, v. 11, Nov. 1974: 1261–1274.

Z1035.C5, v. 11

A preface by John Donovan points to the essential value of a core of background works to support the teaching of courses in children's literature. Substantial comments on the relative importance of works in various aspects of children's literature (including history, awards, authors, illustrators, reviews, annual lists, and storytelling) precede the list of titles cited.

A second bibliographic essay, Rosemary Weber's "Building a Children's Literature Collection: A Suggested Basic Collection of Children's Books" (*Choice*, v. 11, Dec. 1974: 1425–1442) presents a basic list of 932 children's books (representing a synthesis of titles suggested in a number of textbooks and catalogs) which this library school professor believes might form a core collection for the library of a university or college where children's literature is taught. Criteria for the selection are briefly explained.

The two essays are available as a paperback reprint issued by *Choice*.

385

Ray, Colin, *and* Sheila Ray. WHAT THE LIBRARY SCHOOLS ARE DOING: BIRMINGHAM. YLG news (Library Association, London), v. 18, summer 1974: 3–5. GR&B-CBS

In the journal of the Youth Library Group, United Kingdom, an article on offerings in the field of children's librarianship of the Department of Librarianship at Birmingham Polytechnic is succeeded by comparable, informative, though limited, pieces representing similar library schools. These cover Newcastle upon Tyne Polytechnic, Department of Librarianship; Manchester Polytechnic, Department of Librarianship; Liverpool Polytechnic, Department of Library and Information Studies; and College of Librarianship, Wales (University College of Wales, Aberystwyth).

The bulletin's succeeding issue (winter 1974) presents Leeds Library School; University College, London, School of Library, Archive and

Information Studies; University of Strathclyde, Department of Librarianship; Queen's University at Belfast, Department of Library and Information Studies; and Loughborough University School of Librarianship (Two Year Diploma Course) and Department of Library and Information Studies (graduate and postgraduate work).

To be completed in 1975.

386

Weber, Rosemary. CHILDREN'S LITERATURE: BOOKS FOR TEACHING IT. Wilson library bulletin, v. 45, Oct. 1970: 172–179. Z1217.W75, v. 45

A detailed appraisal, descriptive rather than deeply searching, of four anthology-textbooks published for students of children's literature. Dr. Weber indicates that no single book can answer all questions and fill all needs, adding: "Perhaps the teacher prefers to list a number of recommended references for background reading and to supply bibliographies of children's books to be considered."

See *Bookbird* for comments on training in children's literature in Austria, Denmark, the German Democratic Republic, Hungary, and Iran (v. 9, no. 4, 1971: 17–33); in the U.S.S.R. and Chile (v. 10, no. 1, 1972: 26); in Finland and Great Britain (v. 10, no. 2, 1972: 32–38); and in Australia (v. 10, no. 3, 1972: 29–32).

Available from Temple University in Philadelphia are *Profiles in Literature,* videotapes produced in 1974, each playing thirty minutes, of interviews made by Jaqueline Shachter with creators of children's books—authors, illustrators, and editors. Intended for use in library school classes and children's library staff programs.

RESEARCH IN CHILDREN'S LITERATURE

387

Fraser, James. CHILDREN'S LITERATURE AS A SCHOLARLY RESOURCE: THE NEED FOR A NATIONAL PLAN. *In* Issues in children's book selection. New York, R. R. Bowker Co., 1973. p. 198–201. Z1037.A1L85

A lament over deficiencies in institutional acquisition of domestic and foreign-language children's materials. In the first place Dr. Fraser notes an emphasis on the "quality children's book," its authors and illustrators, at the expense of all the rest of children's literature. Books—good, bad, and in various forms—are needed to meet the needs of the sociologist, the cultural historian, and other social scientists. His focus next is on the foreign-language book: the omission of children's literature from the Farmington Plan but its inclusion in the National Program for Acquisitions and Cataloging (NPAC) and the Public Law 480 Program.

See also the original issue of this piece in *Library Journal* (v. 94, Dec. 15, 1969: 4490–4491).

388

Gallivan, Marion F. Research on children's services in libraries: an annotated bibliography. Top of the news, v. 30, Apr. 1974: 275–293. Z718.1.A1T6, v. 30

A bibliography requested by the Children's Services Division of the American Library Association and produced by a librarian (for the New Jersey School Boards Association). It covers research projects published from 1960 through fall 1972 which concern children from preschool to age fourteen. An ample preface to the annotated list discusses the difficulty of locating relevant studies and describes the broad areas covered. A four-part numbered bibliography contains: "Bibliographies of Research" (1–5), "Research on School Libraries Service to Children" (6–37), "Research on Public Libraries Service to Children" (38–51), and "Studies on Personnel in Libraries Serving Children" (52–56).

389

Humeston, E. J., *Jr.*, Theses and dissertations accepted by graduate library schools: 1970 through December 1971. Library quarterly, v. 43, Jan. 1973: 53–64. Z671.L713, v. 43

Among the library science studies accepted by twenty-two schools in 1970 and 1971, sixty-two were related to children's literature, libraries, and reading, and five of these were doctoral dissertations.

390

Kelly, R. Gordon. American children's literature: an historiographical review. American literary realism, 1870–1910, v. 6, spring 1973: 89–108. PS1.A65, v. 6

A University of Pennsylvania professor, author of *Mother Was a Lady* (item 23), deals here with "Children's Literature as a Field of Study," "Bibliographies of Children's Literature," "Previous General Works in the Field," "Specialized Studies in American Children's Literature," and "Suggestions for Further Work."

Regretting the limited serious or systematic scholarly studies, Kelly points to evidence of the importance of children's literature as a significant source of information about a culture, calls attention to strengths and weaknesses of available bibliographies and studies, and suggests the need for investigations of popular series books, children's periodicals, books intended to inform, religious literature, and studies of individual authors.

391

Lehtonen, Maiji. Reflections on children's literature. Bookbird, v. 11, no. 2–3, 1973: 10–15, 22–28. PN1009.A1B6, v. 11

A two-part article examines various points of view toward research in children's literature, beginning with a professor's view of the relation between the principles and methods of literary studies in general and research on children's literature. She centers here on the "methodology problem" (several methods are noted to be taken by educational science, child psychology, comparative literature, and the social sciences), the problematic notion of the "simplicity" of children's literature, and the difficulty in defining the object of research.

In the second part, Professor Lehtonen deals first with the historical point of view, which attempts to clarify the evolution of children's literature with respect to the different genres and their relations to other historical phenomena. She continues with sociology and children's literature, noting that topics often deal with "literary trash or literature for the masses" and teenage novels which, because of the deplorable standardization "seem to be an easy target for sociological analysis of groups of works." Thirdly, she comes to an evaluation and combination of viewpoints. For children's literature "the special difficulty is, of course, the necessity of combining the aesthetic, psychological and pedagogical points of view." The paradoxical situation results in having to judge the function as well as the aesthetic aspects of a book. "A book is not a good book for children if it is not read by children." Citing studies already made as examples, the scholar stresses that "it is impossible to study children's literature by isolating it from the other domains of literature. . . . We have yet many domains to explore."

392

LIBRARY TRENDS. v. 22, Oct. 1973: 77–126, 219–237.

Z671.L6173, v. 22

In an issue devoted to "Research in the Fields of Reading and Communications," with Alice Lohrer as issue editor, three papers in particular relate to children's reading. Professor Lohrer, in an introduction, notes that publishers of books for children, youth, and adults, as well as librarians, "need to be aware of what research can tell us about library patrons, about purchases of books, and about listeners and viewers of the mass media."

Helen M. Robinson, with the assistance of Samuel Weintraub, contributes "Research Related to Children's Interests and to Developmental Values of Reading"; Tekla K. Bekkelal's paper focuses on "Content Analysis of Children's Books"; Carol A. Nemeyer's paper is devoted to "Implications of Research in Reading and Communication for Publishers." Each paper has a substantial list of references appended.

393

Lukenbill, W. Bernard. A WORKING BIBLIOGRAPHY OF AMERICAN DOCTORAL DISSERTATIONS IN CHILDREN'S AND ADOLESCENTS' LITERATURE, 1930–1971. [Champaign] University of Illinois Graduate School of Library Science, 1972. 56 p. (University of Illinois. Graduate School of Library Science. Occasional papers, no. 103)

Z1037.A1L84

Electrostatic copy.

In this bibliographical essay are discussions by subject areas of 250 dissertations covering "almost all areas of children's and adolescents' literature, including reading interests and pedagogical techniques for teaching literature." Not covered comprehensively are dissertations about authors or illustrators (i.e., those who have already received extensive research attention are omitted).

The distinct divisions, with chronological listings for each discussion, are: the reader and his environment, the study and teaching of children's and adolescents' literature, types of literature, history and criticism, tools and techniques, and miscellaneous. A bibliography of unpublished dissertations follows.

See also Lukenbill's "Research in Children's Literature" in item 381, *Children and Books,* in which he generalizes on purposes, directions, problems of methods and techniques; research trends and needs ("more critical interpretative historical studies"); methods—historical, descriptive, experimental, case study, and genetic or developmental; and procedures and sources. A list of suggested research needs and a bibliography—including research reviews, source guides, representative published studies, research guides, and literary theory—are appended.

394

PHAEDRUS. v. 1+ fall 1973+ [Boston, etc., Phaedrus, inc., etc.] 2 no. a year. Z1037.A1P5

Issued until 1975 at Fairleigh Dickinson University and subsequently enlarged (to thirty-four pages) and published twice yearly in Boston by Phaedrus, Inc., this newsletter, a journal of children's literature research serving interests of the International Research Society for Children's Literature, is designed to call attention to this research "for those whose professional concerns are directed toward theoretical inquiry into the media environment of the child and adolescent. This environment includes the periodical, textbook, comic book, song book, boxed game, film, television and oral literature of children. . . ."

Bibliographical features comprise lists of selected dissertations, periodical articles appearing in other than the professionally familiar journals on children's literature and library service, children's literature journals, recent bibliographies and studies (mainly foreign), and antiquarian and new booksellers.

395

Xerox University Microfilms. COMPREHENSIVE DISSERTATION INDEX, 1861–1972. Ann Arbor, Mich., 1973. 37 v. Z5053.X47 1973

A five-volume index and thirty-two subject volumes, organized alphabetically by key words, include works on children's literature under "Children" in volumes 29 and 30, *Language and Literature.* Here, for example, among studies of children's speech and books are "Children as Portrayed by Soviet Prose Writers during the Period of the 'Thaw,'" "An Exploratory Study of Mass-produced Fiction Books for Children to Identify Selected Social—Personal Values," "Mother Was a Lady: Strategy and Order in Selected American Children's Periodicals, 1865–1890," and "A Method for Studying Children's Literature of a Foreign Country Using the Children's Literature of Israel as a Case Study."

Supplement for 1973.

See also items 65, 164, and 381; also item 612 (German Federal Republic), items 703, 515, and 525 (Sweden); and item 819 (U.S.S.R.).

STORYTELLING

396

Chambers, Dewey W. STORYTELLING AND CREATIVE DRAMA. Pose Lamb, consulting editor. Dubuque, Iowa, W. C. Brown Co. [1970] 92 p. illus. (Literature for children) LB1042.C43

A two-part discussion for teachers of ways to design and implement an effective program of literature for children. The first section presents the contribution of storytelling, from the first "why" to ways in which competence can be acquired in this art, including the selection and preparation of the story (with a less than discriminating bibliography of tales); the second discusses how to carry on an effective classroom program in creative dramatics (with a list of selected references).

397

Harrison, Nancy. THE STORY HOUR: READING ALOUD FOR ALL AGES. London, National Book League, 1972. 46 p. Z1037.9.H37

An annotated bibliography of 170 volumes of fiction (realism, fantasy, humor, animal tales), folklore, and poetry, with a brief introduction setting forth the importances and pleasures of reading aloud, at school or at home. Chosen books include those for the youngest end of the scale as well as those that can interest any age; all have been selected for a quality of imagination, style, humor, or wit. Titles are coded for interest age (up to eight years, eight to eleven years, eleven years and over).

398

Pittsburgh. *Carnegie Library.* STORIES TO TELL TO CHILDREN; A SELECTED LIST. 8th ed., rev. and edited by Laura E. Cathon, Marion McC. Haushalter [and] Virginia A. Russell. Margaret Hodges, consultant. [Pittsburgh] Published for Carnegie Library of Pittsburgh Children's Services by the University of Pittsburgh Press [1974] 145 p. illus. Z1037.P693 1974

First issued by the library in 1916, this is a guide for stories to tell to those of picture-book-age as well as older boys and girls. It includes holiday and special material with additional headings incorporating the many folktales available now from emerging nations. The bibliography of books referred to shows numerous changes and an enlargement to twenty pages.

FOLKTALES, MYTHS, AND LEGENDS

Studies and Bibliographies

399

Dorson, Richard M. AMERICA IN LEGEND: FOLKLORE FROM THE COLONIAL PERIOD TO THE PRESENT. New York, Pantheon Books [1973] xvi, 336 p. illus. GR105.D64

Bibliography: p. 324–327.

Propounding the thesis that "vital folklore and especially the legends of a given period in American history reflect the main concerns and values, tensions and anxieties, goals and drives of the period," a well-known folklorist presents American lifestyles and beliefs under the following headings: "The Colonial Period: the Religious Impulse"; "The Early National Period: the Democratic Impulse"; "The Later National Period: the Economic Impulse"; and "The Contemporary Period: the Humane Impulse." Thus, in "The Early National Period," he analyzes the figures of Davy Crockett, Mike Fink, Sam Patch, Mose the Bowery b'hoy, and Yankee Jonathan, pointing out that the "young republic chose for its folk heroes, not a general, a president, a justice, a poet, an explorer, but a backwoods hunter, a Western boatman, a hillside farmer, a cotton spinner, and a volunteer fireman." Of particular value are his accounts of such genuine folk heroes as Gib Morgan the oil driller and an oil-field Paul Bunyan, who appears closer to oral tradition than does Paul the lumberjack.

For a more detailed work, see the author's earlier *American Folklore* (Chicago, University of Chicago Press [1959] 328 p. GR105.D65) in the Chicago History of American Civilization series. Included here are "wild stories and vivid fantasies" from the Age of Exploration: the "twin images" of America as "an Earthly Paradise and a Howling Wilderness."

Because of the insight they provide into the origins and development of the various genres of American folklore from the beginnings of the country and the distinction clearly drawn between genuine folklore and concocted lore, these two solid volumes have value for those concerned with presenting folklore to children.

400

——— BUYING THE WIND: REGIONAL FOLKLORE IN THE UNITED STATES. Chicago, University of Chicago Press [1964] xvii, 573 p. music.

GR105.D66

Bibliography: p. [536]-[544].

Designed as a supplement to the author's *American Folklore* (*see* item 399). The content, arranged under the headings "Maine Down-Easterners," "Pennsylvania Dutchmen," "Southern Mountains," "Louisiana Cajuns," "Illinois Egyptians," "Southwest Mexicans," and "Utah Mormons," comprises texts taken from "the basic source . . . of oral tradition . . . the lips of a speaker or singer . . . set down with word for word exactness by a collector, using the method of handwritten dictation or mechanical recording." Within each area the materials are divided according to genre—folk narrative, song, proverb, riddle, belief, and drama. A summary of the life and culture of the region precedes each section.

The introduction discusses the differences (and interplay) between the oral and the literary text and suggests procedures for the apprentice collector to follow in the field. In addition to the bibliography there are five indexes: subjects, places, persons, and titles; tale types; motifs; informants; and collectors.

401

Egoff, Sheila. REFLECTIONS AND DISTORTIONS: CANADIAN FOLKLORE AS PORTRAYED IN CHILDREN'S LITERATURE. International library review, v. 4, July 1972: 265–279. Z671.I64, v. 4

A substantial paper, slightly shortened from its original presentation to the International Reading Association, with a bibliography of thirty volumes of Canadian folklore published for children.

Noting that Canadian folklore—from the Eskimos, Indians, French, and English Canadians—is portioned out in almost exact inverse ratio to the numbers of the constituent elements in Canada's population, this library school professor and authority on Canada's children's literature examines each segment of its folklore, pointing out qualities and specific collections. She comments on the paucity of Eskimo creation myths and the majority of stories concerned with taboos and with animals and birds, but also notes the fact that Canadian Indians themselves are now recreating and writing down their tales. In the 1960s these tales were skillfully interpreted by many authors and by illustrator Elizabeth Cleaver. The "new world-" of French Canadian legends was collected and edited by Claude Aubry and "the dean of Canadian folklorists," Marius Barbeau, among others. In English-Canadian folklore is seen "no cohesive body of folklore or legends."

402

Herman, Gertrude B. AFRICANA: FOLKLORE COLLECTIONS FOR CHILDREN. School library journal, v. 18, May 1972: 35–39. Z671.L7, v. 18

Among the criteria for books of African folklore for children discussed here are authenticity of sources, authority of the author/compiler/collector, style, appeal of material for American children, and format. The author, an assistant professor at the Library School,

Illustration by Eleanor Vere Boyle from Fairy Tales by Hans Christian Anderson, *published in London by Sampson Low, Marston, Low, and Searle in 1872.*

University of Wisconsin, points out stylistic features and story elements encountered in African folklore and directs the reader to recognize the importance of cultural differences among African peoples.

Selected, annotated bibliography.

403

Hughes, Ted. MYTH AND EDUCATION. Children's literature in education, no. 1, Mar. 1970: 55–70. Z1037.A1C5, no. 1

The British poet and children's author discusses the importance of educating not only the intellect, but the imagination. He notes that storytellers in older societies knew the therapeutic effect myths had upon their audiences and asks modern writers to recall Plato's metaphor in *The Republic* that imagination is "the machine with which we recreate the world for ourselves."

404

Ireland, Norma O. INDEX TO FAIRY TALES, 1949–1972; INCLUDING FOLKLORE, LEGENDS, & MYTHS, IN COLLECTIONS. Westwood, Mass., F. W. Faxon Co., 1973. xxxviii, 741 p. (Useful reference series, no. 101)
Z5983.F17I73

A supplement to three earlier Mary H. Eastman indexes: *Fairy Tales, Myths, and Legends* (2d ed., rev. and enl., 1926 [see *Guide*, item 698]) and supplements (1937 and 1952 [see *Guide*, item 699]). The compiler states that this is to be a popular type of index without any scholarly breakdown of folk-motifs in stories. A list of the 406 collections analyzed (for earlier volumes it was over 1,000, 500, and 270, respectively) precedes the index arranged by word, not letter, which combines titles, authors (also editors or compilers), and subjects (including countries, characters, and distinctive elements; the earlier supplements had a separate "Geographical and Racial List" and a "Subject List"). There are two columns of story titles for Africa in general, seven for smaller areas within Africa, and nearly eight for stories by tribes, with *see* references from areas to "Africa—Tribes—."

405

Kamenetsky, Christa. THE BROTHERS GRIMM: FOLKTALE STYLE AND ROMANTIC THEORIES. Elementary English, v. 51, March 1974: 379–383.
LB1576.A1E6, v. 51

A professor of comparative literature (on sabbatical leave in West Germany) writes about paradoxes in the oral tradition and about the Grimms' contribution to this tradition as "the first ones to show a deep respect for the unique characteristics of the German folktale." She analyzes the Grimms' folktale style and their intent to keep alive the "spirit of childhood, its warmth and creativity, its spontaneity, and refreshing simplicity."

406

Lüthi, Max. ONCE UPON A TIME; ON THE NATURE OF FAIRY TALES. Translated by Lee Chadeayne and Paul Gottwald, with additions by the author. Introduction and reference notes by Francis Lee Utley. New York, F. Ungar Pub. Co. [1970] 179 p. PN3437.L7813

Translation of *Es war einmal.*

Includes bibliographical references.

Behind this book, says the introduction, is "not only his [Lüthi's] own research, but all the serious books on folklore which go back to the Grimms themselves." Numerous tale patterns and various versions of well-known tales are analyzed in respect to style, structure, and sociological and psychological aspects. The introduction continues, "We are in search of methods for talking about folk tales intelligently within the limits of our time and our experience. One of the best practitioners of such an approach is Max Lüthi. . . ."

The text appears as ten lectures centered around tales illustrating the above, plus an additional chapter entitled "The Miracle in Literature," in which Lüthi observes: "Humble awareness that even ordinary existence—the things of nature which lie before us—is full of secrets and wonders, brought forth its finest fruits in the eighteenth and nineteenth centuries in life, science and literature."

See, for the German text, *Es war einmal. Vom Wesen d. Volksmärchens,* 4th ed. (GR550.L78 1973).

Among the many earlier works on fairy tales by the author are *Märchen,* 4th ed. (PN3437.L79 1971); *Das europäische Volksmärchen* (PN1001.L8 1968); and *Volksmärchen and Volksage* (PN3437.L8 1966).

407

Schmidt, Nancy J. COLLECTIONS OF AFRICAN FOLKLORE FOR CHILDREN. Research in African literatures, v. 2, fall 1971: 150–167. GR&B-CBS

A critical examination of collections of sub-Saharan African folklore published for children in the United States. The author, an anthropologist and African specialist, discusses criteria and such common failings in the tales as lack of African content, use of English equivalents for African proverbs, omission of African names, undocumented adaptation, and too much emphasis on animal tales. In her consideration of the relative importance of the works cited for children and scholars, she reveals the qualifications of the compiler-authors. An extensive annotated bibliography is appended.

408

UCLA Conference on American Folk Legend, 1969. AMERICAN FOLK LEGEND; A SYMPOSIUM. Edited, with a preface by Wayland D. Hand. Berkeley, University of California Press, 1971. 237 p. (Publications of the UCLA Center for the Study of Comparative Folklore and Mythology, 2) GR100.U25 1969

Proceedings of the UCLA Conference of American Folk Legend held June 19–22, 1969.

Three papers here provide clear insight into the nature of American legend for students and teachers: Alan Dundes's "On the Psychology of Legend" offers among his psychological interpretations his view of the story of George Washington and the Cherry Tree; Richard M. Dorson's "How Shall We Rewrite Charles M. Skinner Today" describes types of folk legends and points out the relationship of American folklore to American history; and Horace P. Beck's "The Making of the Popular Legendary Hero" explains why Davy Crockett has become a folk hero and why Ethan Allan and Joshua Barney have not. Bibliographical references are included.

409

Walker, John W. THE TRUE HISTORY OF ROBIN HOOD. With illustrations by Ethel W. Walker. [Yorkshire, Eng.] EP Pub. 1973. xxi, 142 p. illus. PR2129.W3 1973

"Reprint of the 1952 ed. published by West Yorkshire Print. Co., Wakefield; with a new index."

Includes bibliographical references.

A study which aims to inform a reader of the Robin Hood legend about the early years of the hero, the reason for his becoming an outlaw, his life at court in London, and his return to Sherwood Forest.

Well-documented and liberally embellished with passages from the ballads, illustrations, and maps.

Index.

410

Wosien, Maria-Gabriele. THE RUSSIAN FOLK-TALE. SOME STRUCTURAL AND THEMATIC ASPECTS. München, O. Sagner, 1969. 237 p. illus. (Slavistische Beiträge, Bd. 41) PG3106.W6

"A thesis submitted for the degree of Ph.D., University of London." Contents: "Past and Present of the Folk-Tale Tradition in Russia," "Formal Aspects," "Historical Aspects," "The Hero," "The Supernatural Figures," "The Philosophy of the Folk-Tale."

Here is an inquiry into Russian oral tradition dealing with the journey of the central hero in tales chosen as being exclusively "tales of the miraculous." The part played by historical folk beliefs and customs, the evolution and relationships of the principal folktale figures and motifs, and the themes which express a universal philosophy and basic psychological factors are also investigated.

Eight tales are included in full (appendix, p. 155–221) from Afanas'iev.

A full bibliography (p. 225–237) cites collections and reference works.

See also item 596 for a piece on Perrault, item 894 for a study of folklore in Malay, item 621 for a German study of fables, and items 208, 209, and 617 on the Brothers Grimm.

Collections Important for Introductions, Notes, and Bibliographies

411

Briggs, Katharine M. A DICTIONARY OF BRITISH FOLK-TALES IN THE ENGLISH LANGUAGE, incorporating the F. J. Norton collection. London, Routledge & K. Paul, 1970–71. 2 v. in 4. GR141.B68

Includes bibliographies.

Contents: pt. A., v. 1–2. Folk narratives. pt. B., v. 1–2. Folk legends.

A rich compendium of British tales, some Celtic in origin, all told by word of mouth, in English. Part A, "Folk Narratives," is arranged by genre (fables and exempla, fairy tales, jocular tales, novelle, and nursery tales), part B, "Folk Legends," by subject (black dogs, bogies, devils, dragons, fairies, ghosts, giants, historical legends, local legends, origin myths, saints, the supernatural, witches, and miscellaneous legends). Each is clearly defined in the overall introduction. The tales appear either in full or in summary, with source notes provided, and, for most, type and motif numbers.

The introductory portions of both volumes contain comment on sources, collections, the recording and classifying of tales, and modern collectors. In addition each has a list of books quoted, cited, and consulted, an index of tale-types and migratory legends, and a title index to the stories.

A valuable source of texts for the storyteller.

412

Curtin, Jeremiah. TALES OF THE FAIRIES AND OF THE GHOST WORLD, COLLECTED FROM ORAL TRADITION IN SOUTH-WEST MUNSTER. New York, Lemma Pub. Corp., 1970. 198 p. GR147.C84 1970

On spine: Tales of the Irish fairies.

A photographic reprint of the first edition issued in London in 1895, containing thirty tales.

An opening chapter based on the collector's experiences in Ireland and entitled "Tales of the Fairies" discusses informally the degree of vivid Gaelic belief in fairies, which he found "are made to take such frequent part in Irish country life."

413

Dillon, Myles, *comp. and tr.* THERE WAS A KING IN IRELAND; FIVE TALES FROM ORAL TRADITION. Illustrated by José Cisneros. Austin, Published for the Texas Folklore Society by the University of Texas Press [c1971] 114 p. illus. GR147.D5

Contents: "The Black Thief," "The Queen of the Island of Loneliness," "The Giant of the Mighty Blows," "The knowledge of the Only Story and the Dúdán's Sword," "Terror without Fear."

Stories collected some forty years ago from Irish-speaking storytellers in Galway. "The translations exactly reproduce the original Irish, except where nonsense 'runs' had to be rendered in alliterative form. . . . The book therefore gives a true account of oral tradition." Two of the stories were published earlier, one in Irish, the other in English. The remaining three tales are already known in other versions. Scholarly notes describe the recording, background, type, tale, and parallels of each story.

414

Opie, Iona A., *and* Peter Opie, *comps.* THE CLASSIC FAIRY TALES. London, New York, Oxford University Press [1974] 255 p. illus. (part col.) GR550.O6

Bibliography: p. 245–247.
Includes index.

In a widely praised and welcomed work the texts of twenty-four well-known fairy tales (including four of Andersen's as well as traditional folktales) appear as they were first printed in English. These are preceded by two pages of quotations from such early commentators on the reading of fairy tales as Lamb, Scott, Ruskin, Gosse, and Chesterton. A scholarly overall introduction (p. 11–28) discusses the "spell" and "nature" of the tales in general (and specifically, too), then deals with the collecting, recording, and writing of Perrault, Mme d'Aulnoy and Mme de Beaumont, the Grimm Brothers, and Andersen. Each tale also has an introduction related to its origin, importances, and history of publishing.

415

O'Súilleabh'ain, Sean, *ed. and tr.* FOLKTALES OF IRELAND. Foreword by Richard M. Dorson. [London] Routledge & K. Paul [1969] xliii, 321 p. (Folktales of the world) CR147.08 1969

A lengthy foreword by the general editor of the series comments on the archives of the Irish Folklore Commission, begun in 1935 in Dublin, to which the nation has contributed its tales with full and loving care. (This volume is the first of tales drawn from the archives and translated for English readers.) Dr. Dorson states that this work was built upon a century of interest, beginning with Croker's *Fairy Legends* published in 1825 and followed by the compilations of a number of collectors, notably Patrick Kennedy, Jeremiah Curtin (an American folklorist who learned Gaelic), William Butler Yeats, Lady Gregory, and Douglas Hyde.

O'Sullivan explains in his introduction that he has tried to avoid ordinary versions of tales known in Ireland and elsewhere and to give examples of international or national tales with a peculiarly Irish flavor. The tales represent the relatively few animal tales, longer tales (in "Kings and Warriors"), many tales about fairies, a few tales about historical characters, and examples of humorous tales about foolish or clever people.

Notes (p. [257]–287), a glossary (p. [289]–291), bibliography (p. [293]–297), index of motifs, index of tale types, and general index.

416

Skinner, Charles M. MYTHS AND LEGENDS OF OUR OWN LAND. Philadelphia, Lippincott, 1896. Detroit, Singing Tree Press, 1969. 2 v. illus. GR105.S5 1969

A collection of 377 tales culled by a newspaper reporter from "records, histories, newspapers, magazines, oral narrative—in every case reconstructed." Writings by Nathaniel Hawthorne and Washington Irving also, served as sources. These stories are arranged geographically except for those in two short concluding sections, "As to Buried Riches" and "Storied Waters, Cliffs, and Mountains." The tales, romantic in tone, treat such subjects as unrequited love, young lovers, and the revolutionary war. Among these are a few romantic Indian legends. For detailed comment on this work *see* Richard M. Dorson's "How Shall We Rewrite Charles M. Skinner Today" in *American Folk Legend; a Symposium* (item 408).

Related works by the same author are *American Myths & Legends* (Philadelphia, Lippincott, Detroit, Gale Research Co., 1974. 2 v. GR105.S52 1974) and *Myths & Legends of Our New Possessions &*

Protectorate (Ann Arbor, Mich., Gryphon Books, 1971. 354 p. GR112.S5 1971.) The latter consists of tales from Hawaii, Cuba, Puerto Rico, and the Philippines.

417

Smith, William R. Myths & legends of the Australian aboriginals. With sixteen plates in colour by Alice Woodward and other illustrations. London, G. G. Harrap. New York, Johnson Reprint Corp. [1970] 355 p. illus. (Landmarks in anthropology) GR365.S6 1970
Reprint of the 1930 ed.

An ample compendium of narratives "as told by pure-blooded aboriginals of various tribes who have been conversant with the subject from childhood."

Chapter 1, "Origins," includes the mythology of the aborigines, their language and customs, and a number of stories about birds, animals, and reptiles. Chapter 2, "Animal Myths," contains more stories with such characters and a tale of "The Flood and Its Results." Chapter 3, "Religion," centers on the Great Spirit and his son, as well as witchcraft, sorcery, and magic. Chapter 4, "Social," deals with marriage customs, hunting, fishing, and sport. Chapter 5, "Personal Myths" presents stories of named human beings.

418

Thoms, William J., *comp.* The old story books of England. Illustrated with twelve pictures by eminent artists. With a new preface. [Yorkshire, Eng.] S. R. Publishers; [New York] Johnson Reprint Corp., 1968. [222] p. illus. (Early children's books) PZ6.T5Ol 2
Preface by Eva M. Martin of the Toronto Public Library.

A dozen "histories" from such traditional English sources as popular legends and ballads which "formed a principal part of the intellectual food" of children in earlier England. These include "Tom Hickathrift" from the earliest known printed version (published between 1660 and 1690) and ballads from Percy's *Reliques of Ancient English Poetry* (1765). All, says the preface, were originally published separately in paper covers at sixpence each with one plain illustration or at ninepence with the illustration printed in color from wood. The bound volume was available in both plain and colored editions. The brief preface concludes: "Under the influence of men like William J. Thoms, Sir Henry Cole [Felix Summerly], and Joseph Cundall [as Stephen Percy, editor of Robin Hood legends], fairy tales and legends achieved a place of distinction in children's literature. Handsome artistic volumes replaced inferior chapbook editions, and the zeal with which scholars attacked the abundance of traditional material helped to make 'Folk-Lore' [coined by Thoms] a household word."

419

Tongue, Ruth L., *comp.* Forgotten folk-tales of the English coun-

TIES. With an introduction by Katharine Briggs. London, Routledge & K. Paul, 1970. xvii, 212 p. GR141.T65

Bibliography: p. 211–212.

Folklorist Katharine Briggs's introduction points out the falsity of claims made today that "the last gleanings in the field of English traditional tales have been gathered. . . ." She concludes her remarks here by noting that the book "will reward the folklorist with fresh material . . . and it will be read by people of all ages who care more for good stories than for any theories about them."

Many of the stories are legends, but a few are considered to be "real *Märchen,* some jocular, some cautionary," many in the tradition of nursery tales. About twenty-eight countries are represented, with their various dialects, in tales told by gypsies, farm laborers, old wives, fishermen, etc. Some of the tales were taken down verbatim from the tellers, others were sent by correspondents, some were reconstructed from scattered notes.

The thirty selections are grouped by type, as dragon-lore, uncanny folk, rivers and trees, witches and saints, ghosts and evil spirits, and the fair folk. Accompanying notes indicate sources and identify dialect words.

420

Tracey, Hugh. THE LION ON THE PATH, AND OTHER AFRICAN STORIES. With illustrations by Eric Byrd and music transcribed by Andrew Tracey. New York, Praeger [1968, c1967] xiv, 127 p. illus., music. PZ8.1.T64Li3

First published in London.

Nancy J. Schmidt calls this ". . . the only collection of African folklore [for children] which approaches being truly African both in content and style . . ." ("Collections of African Folklore for Children," in *Research in African Literatures,* v. 2, fall 1971: 150–167. *See* item 407).

A foreword supplies the background for the stories and explains symbolic roles played by the animals. Instructions for the storyteller, with a description of African storytellers, are also provided.

Five of the tales have been recorded by Mr. Tracey on a phonodisc, Decca LF 1174. [195–] 2s. 10 in. 33⅓ rpm. microgroove (Music of Africa series, no. 9).

NURSERY RHYMES

421

Mother Goose. MOTHER GOOSE'S MELODIES. FACSIMILE EDITION OF THE MUNROE AND FRANCIS "COPYRIGHT 1833" VERSION. With an introduction and bibliographic note by E. F. Bleiler. New York, Dover Publications [1970] xxiii, 116 p. illus. PZ8.3.M85Mu2

A history of Mother Goose citing sources of the rhymes, editions, and variations, precedes the well-illustrated facsimile. Following it is a bibliographic note for specialists, which relates to the Munroe and Francis Mother Goose books.

422

Stevens, Albert M. THE NURSERY RHYME: REMNANT OF POPULAR PROTEST. [Lawrence, Kan.] Coronado Press, 1968. 144 p. GR487.S7 1968

Running title: Hidden history.

The findings (during the years 1905–8) of a Rhodes scholar at Balliol in fulfillment of a club's requirement that members take turns doing research on some unlikely topic, to be presented to each other with all solemnity.

Doing his research at the British Museum, Stevens became more and more convinced that there was "more to some of the rhymes, at least, than simple nursery tales." His hypotheses about original historical meanings for eight familiar rhymes—to each of which a chapter is devoted—preceded, of course, the work of the Opies and Katherine Thomas (see *Guide*, items 791 and 795).

A list of references (p. 135–144) is provided for each rhyme.

423

Turner, Ian. CINDERELLA DRESSED IN YELLA. New York, Taplinger Publishing Co. [1972, c1969] 153 p. GR480.T8 1972

Bibliography: p. 5–6.

A study of Australian play-rhymes which, though "neither complete nor definitive," presents those rhymes which children teach each other, not those taught them by adults. "Rhymes for Games" and "Rhymes of the Playground" as categories are divided into such subcategories as counting-out rhymes, skipping rhymes, taunts and insults, puzzles and practical jokes, and rhymes for an autograph. The rhymes are numbered and arranged alphabetically within each category. Of these the oldest form is given first; variants follow. Footnotes supply background for each rhyme and compare "overseas" equivalents with Australian versions.

An appendix contains two essays, "Song Games in Sydney in the 1890s" and "The Play-Rhymes of Australian Children," which discuss the antiquity of the rhymes and "the particular insight [they] provide into the preoccupations and ways of thought of children." The humorous rhymes reveal the preoccupation of children with the forbidden and the vulgar. The parodies are their comments on adult attitudes. The compiler notes in relation to taunts and insults that there is "little reference to racial, national, or cultural minorities" and "little evidence of prejudice . . . except for the unpleasant taunts which Catholic and Protestant children hurl at one another."

424

U. S. *Library of Congress. Music Division. Archive of Folk Song.* A SELECTED LIST OF MATERIALS RELATING TO GAMES AND PLAY. Compiled by Joseph C. Hickerson. Washington, Library of Congress [1970] 16 p. unbound.
GR&B-CBS

A xeroxed copy.

Arranged alphabetically by author are significant articles and works pertaining to the lore of games and play in different countries. These deal with such aspects of this body of lore as origin, history, psychology, and philosophy.

POETRY AND CHILDREN

425

Hughes, Ted. POETRY IS. Garden City, N.Y., Doubleday, 1970 [c1967] xvi, 101 p. PN1031.H73 1970

An informal introduction to the world of poetry based on the poet's B.B.C. programs and aimed at children between ten and fourteen. The discussions concern a "few simple principles of imaginative writing" and the assumption that the "latent talent for self-expression in any child is immeasurable."

Models "for the kind of writing children can do without becoming false to themselves" are quoted and appended, with comments, to separate the chapters, "Capturing Animals," "Wind and Weather," "Writing About People," "Learning to Think," "Writing About Landscape," "Meet My Folks," and "Moon Creatures." Thus there is said, for adult or child, a great deal about the essence of poetry.

426

Livingston, Myra Cohn. POETRY—STEPCHILD OF CHILDREN'S LITERATURE; SEARCHING CSD'S NOTABLE BOOK LISTS, 1940–1955. School library journal, v. 20, May 1974: 28–31. Z1037.A1S3, v. 20

The poet has examined works of new poetry and fresh anthologies included in sixteen annual lists of "notables" compiled by the Children's Services Division of the American Library Association and has also considered those works published within these years which were not selected. With sharp critical analysis, she points out what she considers to be serious omissions.

A sequel to the above, covering "Notable Book Lists, 1956–1970," appears with similar treatment (v. 21, Sept. 1974:36–41).

427

McCord, David. I WENT TO NOKE AND SOMEBODY SPOKE. Horn book magazine, v. 50, Oct. 1974: 50–57. Z1037.A1A15, v. 50

In his private catalogue of Titans and near-Titans, the poet surveys the range and quality of verse written professionally for children, seeing today that "only a handful of poets here and overseas appear to be writing largely or solely for children."

428

Morris, Helen S. WHERE'S THAT POEM?; AN INDEX OF POEMS FOR CHILDREN. Arranged by subject, with a bibliography of books of poetry. Rev. and enl. ed. Oxford [Eng.] B. Blackwell [1974] 287 p. PN1023.M6 1974
Includes index of poets.

Covers poetry available for English-reading children aged approximately seven to fifteen years. The poems are grouped under subject headings with ample cross-references, and sometimes divided into two sections: lyric and descriptive and narrative. Some are grouped as kinds of poems (counting rhymes, cumulative rhymes, limericks, riddles, tongue-twisters, and others). More than three hundred works have been referred to, but the poems are only those which the author, a teacher, has selected because she has enjoyed them.

429

Opie, Iona A., *and* Peter Opie, *comps.* THE OXFORD BOOK OF CHILDREN'S VERSE. New York, Oxford University Press, 1973. xxxi, 407 p.
PN6110.C4O529

The culmination of years of collecting and study of five centuries of British and American classics in poetry "written for children, or written with children prominently in mind."

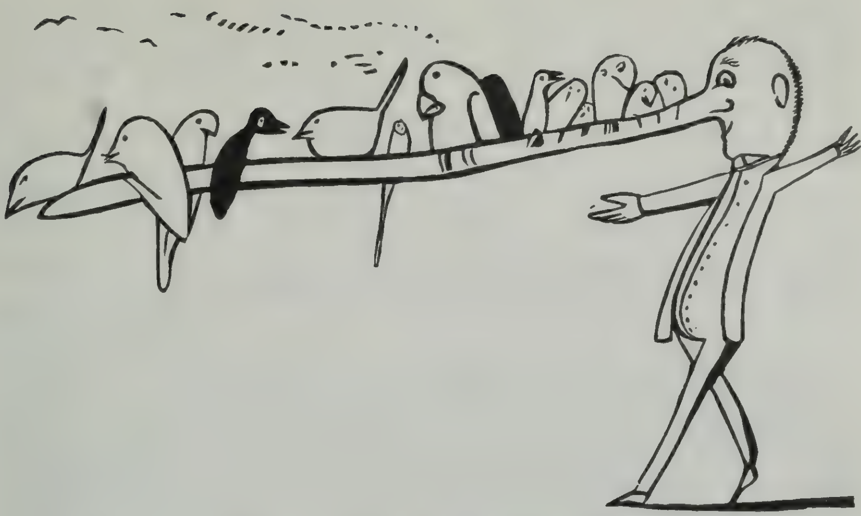
Successfully, through its ample introduction and chronological content, the anthology reveals trends and changing values, reaching from medieval and sixteenth-century writings into the twentieth century, but excluding work by poets still alive. Recognizing that few nursery rhymes and none of the traditional ballads were composed for the young, the compilers point out that since early poems considered suitable for the child had to be edifying, "any verse prior to the eighteenth century not didactic or divine was doubtfully intended for the young . . . however affectionately expressed the verses were, their motive, it will be seen, is admonitory." The chronological arrangement facilitates viewing the types of verse belonging to particular periods and makes apparent also the influence of one author on another.

Included are substantial and valuable bio-critical notes about authors and sources (p. 353–393), an index of authors, and an index of first lines and familiar titles.

430

Painter, Helen M. W. POETRY AND CHILDREN. Newark, Del., International Reading Association [1970] 94 p. PN1085.P3

A teacher's approach to aspects of sharing poetry with children: the



There was an Old Man, on whose nose, most birds of the air could repose;
But they all flew away, at the closing of day,
Which relieved that Old Man and his nose.

From A Book of Nonsense *by Edward Lear, published in Philadelphia by Willis P. Hazard, ca. 1863.*

use and meaning of poetry, children's poetry versus adult poetry, the child's view of poetry, and suggestions for guidance into poetry.

Helen Huus's foreword notes the value in this book of the clear explanation of some of the technical aspects of poetry. Liberal quotations from poetry are provided as illustration; the views of many poets and educators are also quoted. An extensive list of selective references includes 128 books, bulletins, and articles; author and title index for poems.

431
Reeves, James. HOW TO WRITE POEMS FOR CHILDREN. London, Heinemann [Educational, 1971] 132 p. PN1085.R4

The British poet, who aims here not to present formal rules but to show how he has written verse for children, discusses the content of children's poetry (imagination, fantasy, magic, myth, folklore, nonsense, and word play) and technique in children's poetry (rhythm, meter, verse forms, diction, and figures of speech). Recognizing three requisites—imagination, technique, and taste—Reeves notes the function of poetry "to preserve, to nourish and to extend the sense of wonder evoked by the natural world." And throughout, along with quoting from his poetry and citing such others as Carroll, Lear, and Belloc, he generalizes on children's interests and responses to poetry ("I would not force sick poems on children. At the same time, they can enjoy what is serious, sad and even grim—as in old ballads. . . . Part of the pleasure of writing poems for young readers is that it can be a game—a game with words"). Finally, he states, "I have admitted to favouring a conservative view of form," but "I have no objection to unrhymed, a-metrical verse provided it makes its own music and fulfills its own pattern."

List of quotations from four of the author's volumes of poetry (p. 128–132), chapter by chapter.

432

Repplier, Agnes. ESSAYS IN IDLENESS. [6th ed.] Boston, Houghton Mifflin, 1896. St. Clair Shores, Mich., Scholarly Press, 1970. 224 p.
PS2696.E7 1970

"The Children's Poets" is a plea for the offering of real poetry to children who read it "with a joyous enthusiasm and an absolute surrendering of spirit which we can all remember, but can never feel again." The arguments presented for not giving them poetry "written down to their intellectual level" have force today and the examples make their point, illustrating mystic feeling, music, and the spell of words which need not always be understood (the "grace of indistinctness").

The question at issue, says Miss Repplier, "is not what kind of poetry is wholesome for children, but what kind of poetry do children love." She quotes Andrew Lang: "It is his excursions into the unknown world which the child enjoys."

433

SOMEBODY TURNED ON A TAP IN THESE KIDS; POETRY AND YOUNG PEOPLE TODAY, edited by Nancy Larrick, New York, Delacorte Press [1971] 178 p.
PN1085.S6

Lectures, talks, and discussions taped in a Poetry Festival sponsored by the School of Education of Lehigh University in the spring of 1969. Participants (some one thousand included teachers, librarians, poets, critics, inner-city teenagers, and college students who shared poetry and talked about what it is and what types children and young people like.

Among the poets represented by their poems and their views are Myra Cohn Livingston, Karla Kuskin, June Jordan, and Eve Merriam. Claudia Lewis, Richard Lewis, and the editor herself also contributed talks.

MAGAZINES FOR CHILDREN

434

American Library Association. *Periodicals List Subcommittee.* PERIODICALS FOR SCHOOL LIBRARIES: A GUIDE TO MAGAZINES, NEWSPAPERS, AND PERIODICAL INDEXES. Compiled and edited by Marian H. Scott, chairman. Rev. ed. Chicago, American Library Association, 1973. xxi, 269 p.
Z6941.A53 1973

A necessary revision, because of demises and emergencies, of the 1969 compilation (see *Guide, First Suppl.*, item 345). It incorporates, with a few exceptions, periodical titles subsequently reviewed in the *Booklist.* A summary of a few corrections and updatings for continuing entries is provided.

435
Dobler, Lavinia G., *and* Muriel Fuller. THE DOBLER WORLD DIRECTORY OF YOUTH PERIODICALS. 3d enl. ed. New York, Citation Press, 1970. 108 p.
Z6944.C5D6 1970

"Successor to the Dobler international list of periodicals for boys and girls."

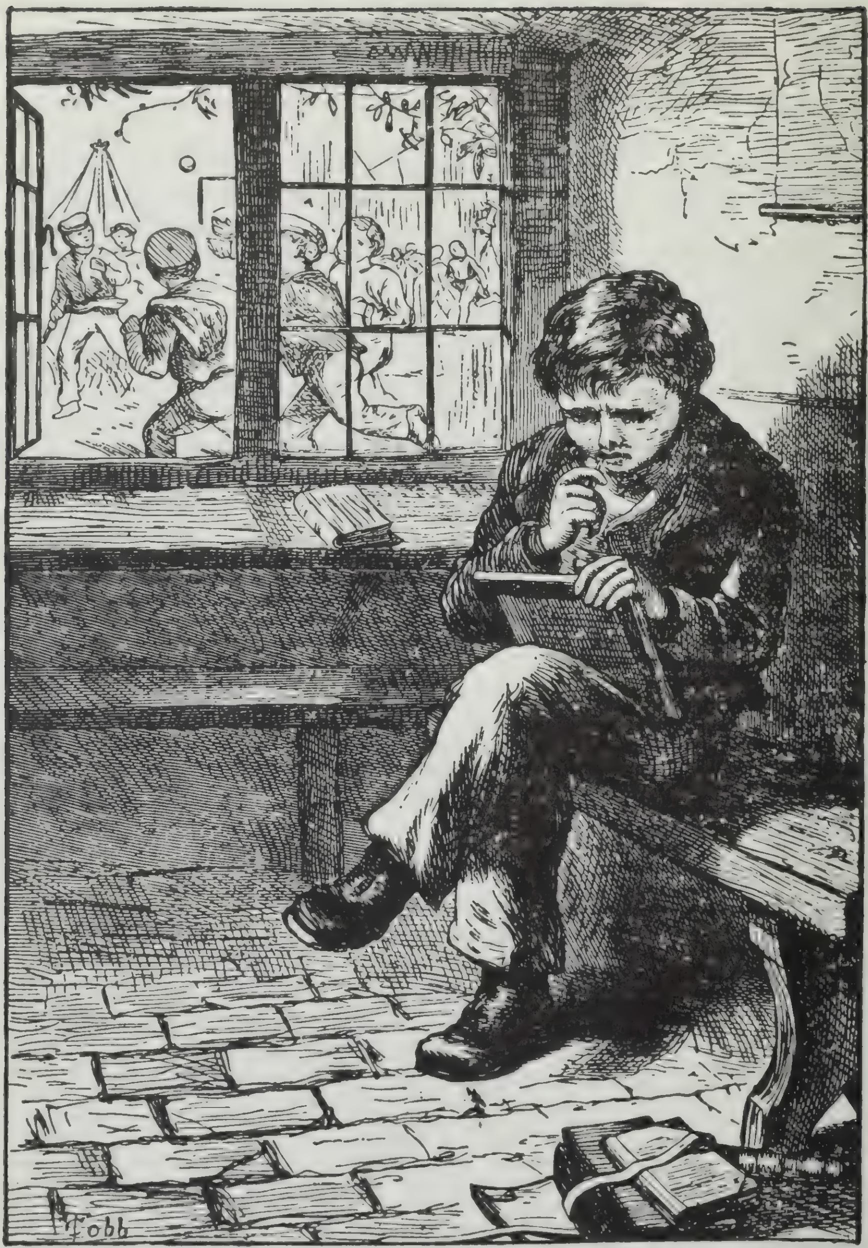
Bibliography: p. 12–[13].

Contains more than twice the number of titles listed in the 1966 edition—almost a thousand as against 400. Foreign languages are again represented, for fifty countries in the six continents.

School and classroom periodicals are classified by subject and curricular interest, a special effort having been made to find magazines of interest to youth in the increasingly important areas of ecology and Afro-American studies.

"Periodicals Published in Non-English Languages" (p. 72–95) are arranged by the country where published.

A list of cessations and title changes and a title index are provided.



From Bloempjes der Vreugd' voor de lieve jeugd *by Leonard de Vries. Published in Amsterdam by De Bezige Bij in 1958. Reproduced by permission.*

The Library and Children's Books

THE LIBRARY

436
Batchelder, Mildred L. A REFLECTION ON 27 YEARS OF LIBRARIANS' CONCERNS FOR CHILDREN AND YOUNG PEOPLE. Top of the news, v. 27, Jan. 1971: 156–176. Z718.1.A1T6, v. 27

The former executive secretary of the Children's and Young Adult Services Divisions of the American Library Association reflects on the history of American library service to children and young people revealed in the first twenty-seven years (twenty-five volumes) of the journal of the divisions she served.

Marginal columns paralleling the text of this full article present the history of the publishing of the magazine, from its eight-page folded newsletter (no. 1, Oct. 1942) up to its "128, or even 160 pages" today.

Magazine articles surveyed concur on three major requirements for the achievement of satisfactory services (in this age when automation pressures the individual toward conformity): "knowledge of the people to be served; knowledge of materials and their selection for libraries; and skill and imagination in the use of the second with the first." Other emphases appeared in articles on international relations, professional education and recruiting of librarians, and study and research. The articles document the years of resolutions that led to the establishment in 1963 of the Library of Congress Children's Book Section and the publishing in 1969 of a committee's findings in *Subject Collections in Children's Literature* (*Guide, First Suppl.,* item 31).

437
Brown, Eleanor F. LIBRARY SERVICE TO THE DISADVANTAGED. Metuchen, N.J., Scarecrow Press, 1971. 560 p. illus. Z711.92.H3B7

Chapter 12, "Service to Disadvantaged Children and Youth" (p. 324–389), with a nine-item related bibliography in appendix 3, centers on the problems of reaching urban and rural children and young people who have socioeconomically limited backgrounds and an unfamiliarity with standard English. It discusses the needs for library schools to provide appropriate conditioning and training for such work, and to plan library activities and select books (including paperbacks) to further reading interest and library use. Many examples of library successes are noted.

Lists: "Books About Disadvantaged Youth" (professional references and children's materials), compiled by Marcella G. Krueger (p. 380–383) and "Stories Used on Storymobile," compiled by D. West (p. 383–385); index (p. 539–560); bibliography (p. 532–538).

438

Burke, John G., *and* Gerald R. Shields, *comps.* CHILDREN'S LIBRARY SERVICE: SCHOOL OR PUBLIC? Metuchen, N.J., Scarecrow Press, 1974. 131 p. Z718.1.B87

Contents: Burke, J. G. Where will all the children go?—Sattley, H. R. Run twice as fast.—Izard, Anne R. Children's librarians.—Broderick, D. M. Further reflections on the CCLD report.—Appendix 1: Regents' recommendations for library service.—Appendix 2: Guidelines for library service.—Berg, E.B. Bibliography (p. 113–127)

Documentary material gathered because the compilers believe it has "considerable significance for the proper study and evaluation of the state of children's services today and offers considerable insight on the future of such activity and the organizations involved."

An introductory article (the compilers are former editors of *American Libraries*) presents the 1970 New York State *Report of the Commissioner of Education's Committee on Library Development,* which recommended that all library service to children in New York be transferred to elementary school media centers, and the 1970 position paper *Library Service* of the Regents of the State of New York. It is followed by other position statements in doubt or opposition; from Helen R. Sattley (former head of school libraries in New York City), Anne R. Izard (children's library consultant for Westchester County), and Dorothy M. Broderick (library school professor). Appendix 1 provides the complete proposal from New York State and appendix 2 gives guidelines for establishment of pilot programs to test the viability of the plan.

The annotated bibliography includes articles in the major journals from January 1970 through May 1973, updating a bibliography from the American Library Association of April 1970.

Index.

439

Canadian School Library Association. STANDARDS OF LIBRARY SERVICE FOR CANADIAN SCHOOLS, recommended by the Canadian School Library Association. [Toronto] Ryerson Press [c1967] 68 p. Z675.S3C19

Bibliography: p. 65–68.

A manual for Canadian school libraries based on the 1965 *Preliminary Standards for School Libraries.* Described here are the role of the library in the school, materials, staff, budget, school library systems and services (including that for exceptional children), inter-library cooperation, relationship to teachers and librarians, and local and provincial responsibilities for service. Suggested standards for full service to pupils and teachers (materials, budget, staff, equipment) are provided in appendixes.

440

Cook, Patricia. CHILDREN'S LIBRARIES IN AUSTRALIA. Australian library journal, v. 22, June 1973: 181–183. Z671.A9, v. 22

A brief, compact, and fully documented discussion of a "preliminary" fact-finding survey (late 1972) of services provided for children in 258 public and children's libraries throughout Australia. The author notes: "The main findings indicate the need for recognition of the specialized role of the children's librarian, and for improvement and extension of library services to children."

441

Davies, Ruth A. THE SCHOOL LIBRARY MEDIA PROGRAM: A FORCE FOR EDUCATIONAL EXCELLENCE. 2d ed. New York, R.R. Bowker Co., 1973. 484 p. illus. Z675.S3D35 1973

Published in 1969 under title: The school library.

Bibliography: p. 467–476.

Discussion, based on content of a library school course, of educational changes relating to the school library media center (elementary through secondary levels), staff, and guidance for developing programs.

Appendixes provide a bibliography of background reading, book evaluation guidelines, and a checklist for consideration of textbook treatment of minorities.

In this revised and updated edition, the work is considered to be valuable for practitioner or student (beyond the Prostano study, item 456) for its "professional vision, application of theory, wealth of example . . . [and] style" (*School Media Quarterly,* v. 1, summer 1973: 308–309). Peggy Sullivan in the *Library Quarterly* (v. 45, Jan. 1975: 95–96) considers it to be "a wise book from a very practical person."

442

Dyer, Christopher, Royston Brown, *and* Emmanuel D. Goldstein. THE ROLE OF SCHOOL LIBRARIES IN EDUCATION. [Hamden, Conn.] Archon Books [1970] 181 p. Z675.S3D92

A three-part study: the child, language, and the book (with a list of references for further reading); library methodology; the library in the school.

"From England, thought-provoking, theoretical, critical, and practical observations and suggestions on changing purposes, practices, priorities, and potentials of school libraries. . . . a book of theory and guideline principles and practices that should facilitate wise choices on determining and implementing the effective role of the school library whether in the U.S. or England" (ALA *Booklist,* v. 67, Sept. 15, 1970: 65).

Representative selection of bibliographic aids (p. 166–173); bibliographic footnotes (p. 174–176); index.

443

Ellis, Alec. LIBRARY SERVICES FOR YOUNG PEOPLE IN ENGLAND AND WALES, 1830–1970. Oxford, New York, Pergamon Press [1971] 198 p. illus. (International series of monographs in library and information sciences, v. 13) Z718.5.E43

An English library school lecturer's thoroughly documented discussion of children's library services (emphasis on the public library) as they have developed in England and Wales since 1830, including comparisons with activities in other countries. Activities, staffing, book stocks and selection, and supportive legislation are analyzed for seven periods: the pioneering years, 1830–1880; the educational impetus, 1881–1900; the Edwardian interlude, 1901–1914; the years of change and challenge, 1915–1927; years of depression and war, 1928–1944; the brave new world, 1945–1959; and a professional approach, 1960–1970. The period up to 1914 is covered by this author in the *Library Association Record,* v. 69, July 1967: 230–235, and v. 71, Aug. 1969: 232–236.

Chapter bibliographies; overall bibliography (p. 169–181); index.

444

Gillespie, John T., *and* Diana L. Spirt. CREATING A SCHOOL MEDIA PROGRAM. New York, R. R. Bowker Co., 1973. 236 p. Z675.S3G53

Bibliography: p. 223–226.

Based on "a first-hand study of exemplary centers throughout the United States" by a library school dean and a professor, this manual is documented with charts and exhibits. It focuses on the conversion of a conventional school library into a multimedia center, programs at various levels, acquisition policies, staff, budget, supervision of programs, policy-making, and utilization of media—with criteria for the selection of "all types of hardware and software" and sample media selection policies. Alice Lohrer in the *Library Quarterly* (v. 45, Apr. 1975: 222–224) views this as a much-needed manual dealing with the practical problems of administration.

445

Glogau, Lillian, Edmund Krause, *and* Miriam Wexler. DEVELOPING A SUCCESSFUL ELEMENTARY SCHOOL MEDIA CENTER. West Nyack, N.Y., Parker Pub. Co. [c1972] 287 p. illus. LB3044.G55

A practical guide on how to organize, administer, and stimulate the use of a media center in the ordinary elementary school, even in the most inadequate physical facilities.

By viewing audiovisual equipment and material only as tools, the authors have stressed the objectives of a media center, not only to enliven the curriculum, but also to demonstrate "how, in large measure, the center can be made to expand the school's curriculum into more rarefied areas such as love of reading, appreciation of film, listening to sounds, and love of pictorial beauty."

Chapter 5 illustrates through imaginative examples how children learn to locate media material; chapter 6, how they learn to use it; and chapter 7, how they learn to produce it. An assortment of games, puzzles, audiovisual productions, and quizzes demonstrate the creative scope of a true media program.

Floorplans and equipment specifications (with cost allocations) give specifics for implementation of library-to-media-center plans.

The *School Media Quarterly* (v. 2, winter 1974: 153–154) points out that the "minor faults of this book [omissions and undue emphases] are overshadowed by its value."

446

Harris, Michael H., *comp.* READER IN AMERICAN LIBRARY HISTORY. [Washington] Microcard Editions, 1971. 242 p. (Reader series in library and information science) Z731.H33

Includes bibliographies.

A selection of "the most significant historical treatments of the American library experience available," arranged in six categories: "The Study of American Library History," "Books and Readings on Colonial America," "Libraries of the New Nation," "Public Libraries in the United States," "Dewey, the American Library Association, and Education for Librarianship," and "The Growth of Specialization Into the Twentieth Century."

Among essays of particular value to those interested in library service to children are Harriet Long's "The Beginning of Public Library Service to Children," reprinted from her *Public Library Service to Children: Foundation and Development* (See *Guide, First Suppl.,* item 361) and F. Allen Briggs's "The Sunday School Library," reprinted from his "The Sunday School Library in the Nineteenth Century" (*Library Quarterly,* v. 31, Apr. 1961: 166–177). Here the author traces the history of those libraries, pointing out that there were over thirty thousand at one time, and he discusses their role in society. His text is enlivened by such quotations as the Reverend John Todd's eight moralizing reasons in 1837 for the existence of libraries. Among these are: "A Library will create taste and draw out genius" and "The Library is a powerful means of convicting the soul, and building it in holiness."

447

Harvey, James A., *comp.* INTELLECTUAL FREEDOM AND SCHOOL LIBRARIES: AN IN-DEPTH CASE STUDY. School media quarterly, v. 1, winter 1973: 111–131. Z675.S3S2912, v. 1

With Mr. Harvey as guest editor, the second issue of the journal of the American Association of School Librarians under its new title (replacing *School Libraries*) centers on "Intellectual Freedom and School Libraries," and aims "to illustrate the kind of 'specific tailoring' necessitated to ensure intellectual freedom in a school program." Participants representing various groups involved in a winning censorship case in Rochester, Michigan, tell the story of their successful efforts on behalf of intellectual freedom for their schools. Thus, they discuss procedures for selecting books for literature courses, the handling of complaints and pressure on the administration and on the board of education, assessing and handling community reaction, taking legal action, and enlisting support from professional organizations (the American Library Association's "total program for the promotion and defense of intellectual freedom"). To this series of contributions the director of the ALA Office for Intellectual Freedom adds his comments, entitled "Intellectual Freedom and the Rights of Children."

448

Henne, Frances. STANDARDS FOR MEDIA PROGRAMS IN SCHOOLS. Library trends, v. 21, Oct. 1972: 233–247. Z671.L6173, v. 21

A compressed statement for a comprehensive survey of state and national standards for media centers and services, based on professional literature, state recommendations and guidelines, a questionnaire sent to state school library supervisors, and activities related to formulation and implementation of national standards.

This library school professor, a leader in developing and achieving the published national standards (by the American Library Association and the National Education Association in 1969), accounts for the impact of the national standards on the development and improvement of media centers, offers observations on the present scene, and notes problems and challenges based on the belief that all young people should be provided with this "basic ingredient in the equalization of educational opportunity—the right to have media services and resources for their reading, listening, viewing, and thinking."

449

Hill, Janet. CHILDREN ARE PEOPLE; THE LIBRARIAN IN THE COMMUNITY. London, Hamish Hamilton [1973] 163 p. illus. (Hamish Hamilton books for the professional librarian) Z718.1.H54 1973

Bibliography: p. 159–160.

The head of work for children in libraries of London's Borough of Lambeth presents the challenges and the rewards of the service she directs, which takes children's books, storytelling, films, and exhibitions to children wherever they are in the community—to preschool playgroups, clinics, and sports centers. Her philosophy for book selection and introducing books emphasizes being both realistic and idealistic.

A much-praised contribution, which has stirred up considerable discussion.

450

Hume, Hazel. I WENT, I SAW, I LISTENED AND NOW . . .: REPORT OF THE 1972 ALBERT MAINERD OVERSEAS SCHOLARSHIP TOUR. [Blacktown, N.S.W.] Blacktown Municipal Council, 1973. 106 l. illus. Z717.H84
Bibliography: l. 100–106.

A children's library specialist from Sydney, Australia, describes in detail what she found of significance during six months of professional travel and observation abroad. Scenes and activities presented—from the U.S., Canada, England, and Scandinavia—concern audiovisual methods, extension activities with young people (collections, lists, clubs, and programs), and continuing education for librarians (in-service training). These the writer relates to comparable needs and situations in Australia.

Appendix A contains detailed reports of seven conferences attended in the four geographical areas; appendix B lists the many libraries and educational establishments visited; a bibliography, by chapter, follows. A detailed table of contents suffices as an index.

451

Josey, E. J., *ed.* THE BLACK LIBRARIAN IN AMERICA. Metuchen, N.J., Scarecrow Press, 1970. 336 p. Z720.A4J6

Twenty-five essays written for this book examine the role of the black librarian, his reasons for choosing librarianship as a career, the opportunities and the drawbacks in the field, with the editor's hope that the book "will make white librarians conscious of the widespread racism in librarianship. . . ." He remarks that it "is an agonizing appraisal of the black librarian and his relationship to libraries and librarianship in America," but adds in his own concluding piece that he sees "a bright future for the black librarian."

Among the autobiographical essays which create an enlightening totality are: "From Library Education," by Virginia Lacy Jones (teacher of children's literature and library school dean, Atlanta University); "From the Public Library," by Augusta Baker (who discusses her work with and for children in New York City), Binnie Tate (worked with children in the Los Angeles Public Library and elsewhere), and Spencer C. Shaw (formerly public library children's specialist, storyteller, and now library school teacher); and "From Federal, State, and City Agencies," by Carrie C. Robinson (School Libraries Consultant, Alabama), Geraldine Clark (New York City Bureau of Libraries), and Josey himself.

Bibliographical references are included.

452

Kitchener Public Library. PUBLIC LIBRARIES AND SCHOOL LIBRARIES: THEIR ROLES AND FUNCTIONS; AN ANTHOLOGY OF OPINIONS. [Kitchener, Ont., 1970] 72 l. Z718.K58

Reports from Canada and the United States present both sides of the question of whether to maintain separate library systems—school and public—or combine public-school libraries. Each type of service is described, its problems stated, and its success or failure noted. Bibliographical references are included.

453

Limper, Hilda K., Michael Hirt, *and* Elaine Tillman. LIBRARY SERVICE TO EXCEPTIONAL CHILDREN. Top of the news, v. 26, Jan. 1970: 193–204.
Z718.1.A1T6, v. 26

The findings of a team—children's librarian, research psychologist, and doctoral student, all of Cincinnati, Ohio—who worked together (with an advisory committee from the ALA Children's Services Division) on a two-year demonstration program, 1967–69, at the Public Library of Cincinnati and Hamilton County to determine the effectiveness of library service to mentally retarded and socially maladjusted children. This account of effective service for the blind, the deaf, the hospitalized and emotionally ill, and delinquents is printed here to encourage a nationwide expansion of services to such exceptional children.

Also reported are the library's earlier and regular attempts to meet other problems in working with children who are blind, deaf, hospitalized, or delinquent.

Reprint available.

454

New Zealand, *Education Dept.* DEVELOPING THE SCHOOL LIBRARY; SUGGESTIONS AND GUIDE NOTES. Wellington, 1972. 33 p. illus.
Z675.S3N575 1972

Includes bibliographical references.

A manual resulting from two national in-service courses on primary school libraries held by the Department of Education upon the adoption in 1970 of a national policy to provide central library rooms in primary schools. Part 1 deals with such items as location, accessibility, furniture, shelves, and lighting; part 2 with administration, routines, programs, and staff training.

455

Peterson, Carolyn S. REFERENCE BOOKS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL LIBRARIES. Metuchen, N.J., Scarecrow Press, 1970. 191 p.
Z1037.1.P4

Bibliography: p. 175.

Supporting the role of a school library's reference collection in the developing of a research-centered curriculum—from first use of dictionaries, indexes, and author and title entries to sixth-graders' documenting of term papers—this guide aims to answer "What constitutes a reference collection?"

An introduction spells out evaluative criteria to be applied in respect to authority, scope, treatment of material, arrangement, format, and special features. Fourteen types of reference volumes are dealt with in separate chapters which cite specific criteria and amply evaluate examples of each type of work (for example, twelve well-known encyclopedias and some forty English-language dictionaries are examined). A final chapter cites bibliographies (works published through the 1960s) to serve libraries and teachers.

Selected list of references; subject index; author and title index.

A less analytical work on reference books—Christine L. Wynar's *Guide to Reference Books for School Media Centers* (Littleton, Colo., Libraries Unlimited, 1973. 473 p. Z1035.1.W97)—annotates 2,575 in-print titles for adult public and college library collections as well as for younger users.

Second edition, 1975.

456

Prostano, Emmanuel T. SCHOOL MEDIA PROGRAMS: CASE STUDIES IN MANAGEMENT. 2d ed. Metuchen, N. J., Scarecrow Press, 1974. 166 p.
Z675.S3P76 1974

The thirty some actual cases presented cover practical problems and issues related to administration, personnel, facilities, resources, organization, and curricula. A number point up problems generated by "a 'gunshot wedding' between libraries and audiovisual programs."

A *School Library Journal* reviewer (v. 18, Feb. 1972: 44–45) considers this to be "one of the more interesting works in the area of media center management in spite of . . . limitations." (It includes a minimal attention to books, no mention of storytelling, and nothing about censorship.) A *School Media Quarterly* reviewer (v. 1, summer 1973: 308–9) believes the work to be valuable for students and practitioners, a textbook-like volume which includes "much modern, enlightened school library philosophy."

See also this compiler's *Audiovisual Media and Libraries; Selected Readings* (Littleton, Colo., Libraries Unlimited, 1972. 276 p. Z717.P68). Here among the articles are several on evaluation, including Janet French's "The Evaluating Gap: The State of the Art in AV Reviewing, with Special Emphasis on Filmstrips" (about sources of reviews, with a bibliography of references and enumeration of seven "readily obtainable" journals which contain "most" of the reviews); Diana Lembo's "Notes from a Semi-Darkened Room" (the importance of criticism, with "Pointers for Previewing"); Stanley Dunnetski's "Principles of Film Evaluation for Public Libraries"; and Richard Darling's "Reviews and Evaluation Control."

457

Purton, Rowland W.C. SURROUNDED BY BOOKS: LIBRARIES IN PRIMARY AND MIDDLE SCHOOLS. Illustrated by Elizabeth Clarke. Rev. [London] Ward Lock Educational [1970] 112 p. illus., forms, plates.
Z675.S3P87 1970

Bibliography: p. 108–110.

A clear explanation of the aims and role of the school library and of such "practical" problems as "arranging, classifying, cataloguing, issuing, selecting and augmenting the stock of the school library." According to Elizabeth Bewick in her review (the *School Librarian*, v. 19, Mar. 1971: 29), the original text (1962) has been thoroughly revised and includes "much new material to bring it up to date with changes in educational thought and practice."

A later work, Margaret Allan's *The School Library Resource Centre* (London, Crosby Lockwood Staples, 1974. 165 p. illus. Z675.S3A35) is considered by Griselda Barton (the *School Librarian*, v. 23, June 1975: 190) to have a wealth of experience packed into a lively book, with particularly valuable aspects showing how traditional methods already employed can be extended and modified to "tame" new media.

458

Ray, Colin. Children's and young people's libraries. Library Association record, v. 72, Apr. 1970: 157–158. Z671.L693, v. 72

A reprint of the first in a series of articles to concern the responsibilities of librarians serving children and young people, this article discusses also the foundation in London of the Joint Consultative Committee on Children's Books, representing six founding members plus eight adviser members representative of other related interests, and its provision of a forum for the consideration of mutual problems and needs.

459

——— Trends in children's librarianship. Unesco bulletin for libraries, v. 28, July-Aug. 1974: 188–192. Z671.U5

An English library school lecturer calls attention to numerous current and significant matters in children's librarianship: the use of audiovisual materials; the organization of storytelling, puppetry, and other participatory activities; the relationship between public and school libraries; the growing influence of librarians on publishing; the increase in the quantity and quality of books; the "vague borderline" between adult and children's book stocks; publishing and special library service for young adults; the growing recognition of library needs of the young, which is being matched by study and research and by an increase in the writing about children's work, including new periodicals; and "outreach" services for the socially and educationally deprived.

In conclusion the IFLA-UNESCO joint project "Books for All" is described; since the beginning of 1974 UNESCO gift coupons have been used in ten designated countries to set up collections of some 200 children's books.

460

The Right to read and the Nation's libraries. Edited by the Right to

Read committees of the American Association of School Librarians, Children's Services Division, [and] Public Library Association. Chicago, American Library Association, 1974. 109 p. illus. Z1003.R57

"Published for the American Association of School Librarians and the Public Library Association."

Bibliography: p. 96–102.

Within this compilation of articles on the nationwide library "Right to Read" program are pieces centered on the public library and school library approach. It includes Estelle E. Reed's "The School Library Effort in Right to Read" (with summaries of programs related to parent involvement, teacher use of library resources, paperbacks, films based on books and other multimedia approaches, and the ethnic emphasis).

Appendixes list sources of material (by agency or association) and position statements on the "Right to Read" adopted by the American Library Association and its divisions serving the interests of school libraries and children and adults in public libraries, and the International Reading Association.

For explication of areas of action in educational reform which relate to this national program see 1970 and 1971 reports in *School Libraries* (v. 20, fall 1970: 31–36 and v. 21, fall 1971: 31–35) where Mary H. Mahar and Milbrey L. Jones describe purposes and cite reading projects.

461

Sassáe, Margo. THE CHILDREN'S LIBRARIAN IN AMERICA. School library journal, v. 19, Jan. 1973: 21–25. illus. Z671.L7, v. 19

An illustrated article deals with the lack of recognition of women as children's librarians and surveys the great contribution of a remarkable group of nineteenth-century American women who "filled libraries with children, selected worthy books, and encouraged children to read." The author comments on a number of attempts from 1803 on (early ones not sustained) "to advance the cause of useful reading by forming free circulating libraries and by opening the library to all who could read," especially those of both sexes over ten years of age. Her account reaches up to 1890, by which time "children's service had been vigorously introduced into the public library and it proved viable and popular."

Social and economic changes are seen to explain the difference between service at both ends of the century. Reports of the early organizers of children's libraries reveal the astonishing breadth of their work: their help to teachers ignorant of children's books, teaching of library assistants, and guidance of children's reading. Here were Minerva A. Sanders of Pawtucket (1876), Anne Carroll Moore of Pratt Institute (New York, 1879), and Caroline Hewins, cited for her achievements at the Hartford Public Library and in compiling the first significant booklists available nationally. The article concludes by noting that the slight to this pioneering history, recognized as a "classic success," can be seen in the omission of remarkable children's librarians from biographical dictionaries and the low status today of children's librarians.

462

Sayers, Frances C. ANNE CARROLL MOORE; A BIOGRAPHY. New York, Atheneum, 1972. xiv, 303 p. illus. Z720.M68S29

Bibliography: p. [285]–289.

A many-faceted, documented portrait of the librarian, critic, and writer who developed children's work at the New York Public Library, influenced children's librarianship in this country and abroad, and contributed generously to a rebirth of criticism of children's books as literature. Frances Clarke Sayers, well-known storyteller, writer, and immediate successor to Anne Carroll Moore, writes with affection of her subject's background, librarianship, and the many triumphs and honors which came to Miss Moore while working and later in retirement.

The biography is dominated by "ACM," the woman. There are intimate glimpses of her at the New York Public Library, and revelations of the creativity of her thinking in regard to library service to children, book selection, library administrative matters, and literary criticism. She emerges the strong-willed, self-confident individual who was capable of charm and eccentricity, and whose influence is still felt by writers, illustrators, publishers, and librarians eleven years after her death. The biography is rich with descriptions of her travels and her friendships with such notables as Beatrix Potter, Walter de la Mare, L. Leslie Brook, and Ruth Sawyer.

463

SCHOOL ACTIVITIES AND THE LIBRARY. Chicago, American Library Association, 1972. 23 p. GR&B-CBS

Preceding an eleven-page classified, annotated bibliography of professional works published by ALA for those concerned with the school library is a two-part article: "Literacy; a Goal of Right to Read—Total Commitment, Total Progress" by Benjamin C. Willis (Superintendent of Public Schools in Broward County, Florida) and "Mobilizing the Services of the School Library Media Centers" by Hugh J. Scott (Superintendent of Public Schools in the District of Columbia).

464

STANDARDS FOR SCHOOL MEDIA PROGRAMS: THEIR SIGNIFICANCE FOR ALL LIBRARIES; A SYMPOSIUM. Edited by Dorothy A. McGinniss. Syracuse, N.Y., School of Library Science, Syracuse University, 1970. 33 p. (Frontiers of librarianship, no. 12) Z675.S3S74

"The twelfth annual symposium—sponsored by Syracuse University School of Library Science and the University Division of the Summer Session was held [on July 31, 1969]."

Implications of the new *Standards for School Media Programs* for the school librarian, audiovisual specialist, public and academic librarian are presented as discussed in a symposium by John Rowell, director of the School Libraries program of the School of Library Science at Case Western Reserve University, who was then president of AASL; Dr. Kenneth Norberg, professor of education at Sacramento State College in Sacremento, California, a former president of DAVI; and Mrs. Ruth Frame, executive director of the Library Administration Division of the American Library Association.

465

THE STATE CONSULTANT ON SERVICES TO CHILDREN. Top of the news, v. 29, June 1973: 309–330. illus. Z718.1.AIT6, v. 29

A series of articles views the work of the relatively new state consultant on services to children, of whom there are noted to be "probably not more than fifteen to twenty" with full-time responsibilities.

In "The State Program and the State Children's Consultant," F. William Summers, a former state librarian, outlines ways in which state librarians can strengthen the credibility of its children's consultant. Elizabeth Burr, the "dean" of state children's consultants, in "ASL [Association of State Librarians] Policy Statement: The Role of the State Library Consultant on Public Library Service" includes the eight-point statement for major areas of responsibility, drawn up by the discussion group of state children's consultants which meets at ALA conferences. Bonnie Beth Mitchell, children's library consultant for Ohio, in "But What Does a State Children's Consultant *DO*?" discusses accomplishing the task through workshops, booklists, and special projects—with many illustrative pictures included in the article. Patricia Finlay, Onondaga Library System's children's service consultant, Syracuse, New York, in "The System Program and the State Children's Consultant" talks about ways of meeting the needs of member libraries and shows the necessity for a statewide coordinator.

466

Sullivan, Peggy. PROBLEMS IN SCHOOL MEDIA MANAGEMENT. New York, R. R. Bowker Co., 1971. xv, 245 p. (Bowker series in problem-centered approaches to librarianship) Z675.S3S87

Thirty case studies selected as examples of typical situations faced in elementary and secondary school libraries, edited by the former director of the American Library Association Knapp School Libraries Project (eight school demonstration centers). Among the problems she presents are attempts at censorship (illustrated by the case of *Sylvester and the Magic Peeble*), the need for policies for copying, the volunteer worker and discussion of sex in a discussion club, discipline in the library; "competition" between the school library and the public library in service to preschool children, and evening hours for extended school library use. In its entirety the book presents much information about the program of a successful media center.

467

Sutherland, Louise. SCHOOL LIBRARY LEGISLATION AT THE FEDERAL LEVEL. Library trends, v. 19, Oct. 1970: 192–199. Z671.L6173, v. 19

A succinct account by an education specialist for the Office of Education, Department of Health, Education, and Welfare, of the extent and the effect of moneys made available to school libraries following the "monumental" Elementary and Secondary Education Act (ESEA) passed as a five-year measure in April 1965. Within this, Title II made possible the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Among the facts and figures provided is the statement that in the first three years of the program 11,680 new libraries were established—10,277 in elementary school and 1,403 in secondary schools. Special-purpose grant programs made possible by this Title II and other federal programs are briefly discussed. Figures given reveal the budget-cutting in 1969 and 1970 to less than half of the $100 million provided in the three earlier years.

In the January 1974 issue on evaluation of library service (guest editor, Sara R. Reed), see Mary Helen Mahar's "Evaluation of Media Services to Children and Young People in Schools." Here she discusses trends in the evaluation of education, of Title II of the Elementary and Secondary Education Act, and of media services in local schools.

468

Thompson, Daphne. CURIOUS GEORGE IN THE TOMATO FIELD; REGIONAL LIBRARY SERVICE TO MIGRANT CHILDREN. Top of the news, v. 30, June 1974: 420–424. illus. Z718.1.AlT6, v. 30

An illustrated article presents an account of work in four federally funded community summer schools for children of migrant laborers. The schools offered paperback books with emphasis on ethnic titles and easy reading, which were given to the children at the end of the season, and a Children's Caravan mediamobile with puppet stage, book shelving, indoor and outdoor film projection equipment, and other AV equipment that visited each school once a week for the entire day.

469

Ward, Pearl L., *and* Robert Beacon, *comps.* THE SCHOOL MEDIA CENTER: A BOOK OF READINGS. Metuchen, N. J. Scarecrow Press, 1973. 299 p. LB3044.W37

Bibliography: p. 282–283.

A compilation of lectures and essays on a wide range of subjects pertaining to school libraries or media centers, such as standards, selection of materials, and the newer AV media.

A *School Library Journal* reviewer (v. 19, May 1973: 42) calls the book "an admirable compact volume of readings describing the growth, development, and operation of media centers."

470

Winnick, Pauline. EVALUATION OF PUBLIC LIBRARY SERVICES TO CHILDREN AND YOUNG PEOPLE. Library trends, v. 22, Jan. 1974: 361–376.
Z671.L6173, v. 22

A survey based on the findings of existing studies, particularly of statewide evaluations including summer reading programs which address children's services specifically. Children's services are considered in studies of two urban libraries, relating to reading effectiveness, work with the disadvantaged, and the public library/school library relationship.

The article concludes with recommendations for future evaluation: priority attention to preschool children, the identification and evaluation of programs of services for the junior high school age, and services for children with special needs.

Bibliography of references.

BOOK SELECTION

471

Blough, Glenn O. SELECTING SCIENCE BOOKS FOR CHILDREN. *In* Children's Book Council. Calendar, v. 33, May/Aug. 1974. GR&B-CBS

In this bulletin of the Children's Book Council (publishers of children's books) an ex-university science educator and writer of nature books for children analyzes for book selectors the available review media and selective lists pertaining to juvenile science books.

472

Broderick, Dorothy M. IMAGE OF THE BLACK IN CHILDREN'S FICTION. New York, R. R. Bowker Co., 1973. 219 p. illus. PN1009.Z6B7

Based on the author's thesis, Columbia University, 1971.

Bibliography: p. 201–208.

For her historical, literary, and critical analyses of the portrait of the black in children's books, the author has considered books published from 1827 to 1957 which were included in *Peter Parley to Penrod,* by Jacob Blanck, and the 1909–68 editions of the H. W. Wilson *Children's Catalog.* According to one reviewer, ". . . the author's style, marked by verve in her *School Library Journal* columns, seems to have been dried out and left listless—possibly because the book was adapted from a doctoral dissertation. Apart from the flaws, the book remains a valuable reference source and an important publication in the evaluation and criticism of children's books" (*Horn Book*, v. 49, Dec. 1973: 604).

Another reviewer notes: "What educators and librarians have vaguely acknowledged is here documented and forcefully brought home" (ALA Booklist, v. 70, Oct. 15, 1973: 204).

473

Cornelius, Paul. INTERRACIAL CHILDREN'S BOOKS: PROBLEMS AND PROGRESS. Library quarterly, v. 41, Apr. 1971: 106–127. Z671.L713, v. 41

A consideration of what was achieved from 1965 through 1970 to ameliorate the representation of racial minorities in children's books. The article examines factors which created interest (giving a brief history of racial attitudes since the 1830s), conditions which until recently impeded publication of interracial books and reviews of activities of the Council on Interracial Books, and the Black Power movement in the children's book world. It includes an evaluation of four interracial trade books of high quality.

474

Darling, Richard L. CENSORSHIP—AN OLD STORY. Elementary English, v. 51, May 1974: 691–696. LB1576.A1E65, v. 51

A thoroughly documented survey of censorship—"peculiarly a new story as it relates to children's books"—from the nineteenth century on. Noted are the early efforts at establishing standards made by the American Sunday School Union, the Unitarian Ladies' Commission on Sunday School Books, the American Library Association (conference of 1879). The author concludes that censorship might almost be called a twentieth-century phenomenon, "a tale of pressure groups, illegal actions, of timidity, even cowardice among librarians and other educators, and of almost unbelievable prejudice and stupidity."

475

Fisher, Laura. ALL CHIEFS, NO INDIANS: WHAT CHILDREN'S BOOKS SAY ABOUT AMERICAN INDIANS. Elementary English, v. 51, Feb. 1974: 185–189. LB1576.A1E6, v. 51

With a bibliography of thirty-five recommended pieces of fiction, this Wyoming school librarian, who has also written books for children, discusses the misconceptions which persist in a mass of standardized plots, but also those books which display respect and indicate "the trauma of the destruction of the traditional Indian way of life" and "the despair caused by this change."

476

Harvey, James A. ACTING FOR THE CHILDREN? School library journal, v. 19, Feb. 1973: 26–29. illus. Z671.L7, v. 19

An introduction, by the then executive secretary of the Illinois Library Association and former assistant director of the American Library Association Office for Intellectual Freedom, to the censorship controversy surrounding a "Proposed Statement About Reevaluation of Children's Books" drawn by the Children's Services Division in 1972 and revised in January 1973. It presents contrary views, often citing Sara Innis Fenwick and Dorothy Broderick, two library school professors of children's literature, on the question of not retaining or replacing children's books "that are less than acceptable in quality or usefulness" (i.e., that raise the issues of racism, sexism, and violence) and the philosophy of the Intellectual Freedom Committee and the *Library Bill of Rights,* which rejects the idea of the library as "a tool of the educational propagandist who is really only the censor in disguise."

Revised in 1973 (see *American Libraries,* v. 4, Apr. 1973: 237), the new, accepted statement comments: ". . . social climate and man's state of knowledge are constantly changing and librarians should therefore continuously reevaluate their old materials in the light of growing knowledge and broadening perspectives."

477

ISSUES IN CHILDREN'S BOOK SELECTION; A SCHOOL LIBRARY JOURNAL/LIBRARY JOURNAL ANTHOLOGY. With an introduction by Lillian Gerhardt. New York, R. R. Bowker Co., 1973. 216 p. Z1037.A1I85

Articles, reprinted from the *School Library Journal,* are arranged in five groups: "Perspectives on Selection" (by Sheila Egoff, Elaine Konigsburg, Dorothy Broderick, and others), "Intellectual Freedom or Censorship," "Images" (on racial minorities and sexism), "Themes and Genres" (folklore, the occult, the junior novel, and other subjects), and "Past, Present, and Future" (translation, criticism, and research).

Bibliographies. Index.

478

Lester, Julius. THE KINDS OF BOOKS WE GIVE CHILDREN: WHOSE NONSENSE? Publishers' weekly, v. 197, Feb. 23, 1970: 86–88. Z1219.P98, v. 197

A black author's reasoned, sensitive look at the effect on his own child of the white-black relationships in her nursery school world, and of books available to her for providing views of black experience.

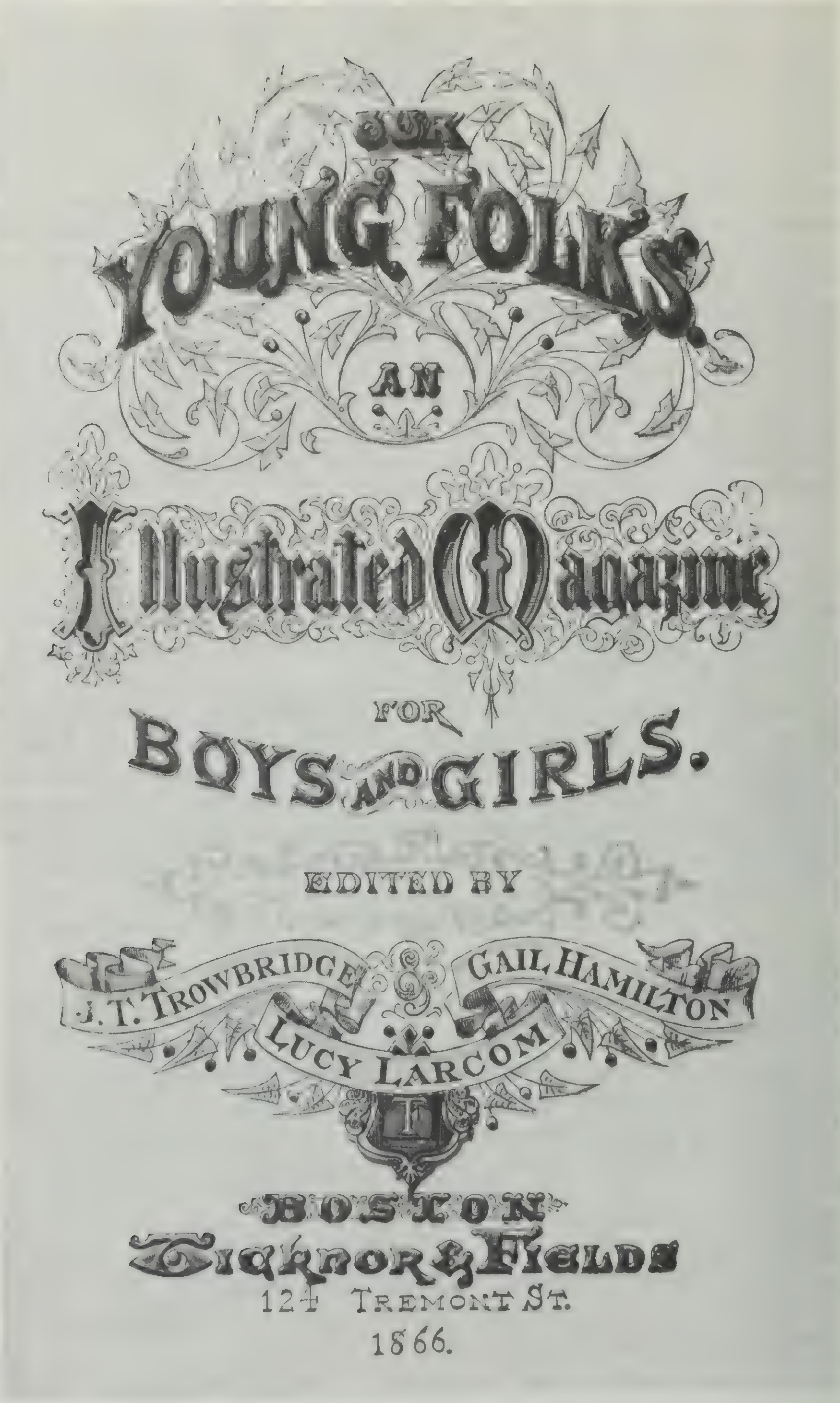
479

Luecke, Fritz J., *comp.* CHILDREN'S BOOKS: VIEWS AND VALUES. [Middletown, Conn.] Xerox Education Publications. [1973] 86 p.

PN1009.A1L78

Includes bibliographical references.

Eight essays and lectures, compiled to provide the teacher with a cross section of recent material about the problems, trends, and future



OUR
YOUNG FOLKS
AN
Illustrated Magazine
FOR
BOYS AND GIRLS.
EDITED BY
J. T. TROWBRIDGE & GAIL HAMILTON
LUCY LARCOM

BOSTON
TICKNOR & FIELDS
124 TREMONT ST.
1866.

Frontispiece to volume 2 of Our Young Folks.

of children's books, and intended to increase understanding of how these are keeping in step with changes in the modern world. Thus Jane Yolen, Robert Burch, David K. Gast, Barbara Glancy, James C. Giblin, Judith P. Moss, and William D. Eisenberg deal with sexism, the new realism, ethnic pictures, violence, death, and morals as revealed in works published today for children.

480

MacCann, Donnarae, *and* Gloria Woodard, *comps.* THE BLACK AMERICAN IN BOOKS FOR CHILDREN: READINGS IN RACISM. Metuchen, N.J., Scarecrow Press, 1972. 223 p. PN1009.A1M23

An anthology of articles and excerpts from essays or exchanges published in periodicals, compiled by a teacher of children's literature and an elementary school librarian. Among the well-known contributors are Julius Lester, Augusta Baker, Jessie M. Birtha, Albert V. Schwartz, Nancy Larrick, Dorothy Sterling, and Bradford Chambers.

The compilers' introduction (p. 1–12, with notes appended for numerous quotations) deplores especially the treatment of American blacks in books for children. It recognizes that the omission problem has gone, but continuing is an obvious portrayal of blacks "from the white perspective" (by black authors with " 'in house' attitudes" as well as by white). The theme discussed throughout, say the compilers, is the "need for black perspective as well as artistry in children's books, a concept referred to as 'thinking black,' 'wearing the shoe of the black American,' writing from 'inside rather than outside.' "

Author and title indexes of children's books mentioned.

481

Media Program and the Utilization of Instructional Materials for Minorities Workshop, Baltimore, 1973. WORKSHOP PROCEEDINGS; THE MEDIA PROGRAM AND THE UTILIZATION OF INSTRUCTIONAL MATERIALS FOR MINORITIES. Edited by David R. Bender and Rosa L. Presberry. [Annapolis] Maryland State Dept. of Education, Division of Library Development and Services, School Media Services Section, 1973. 41 p. LB1043.M36 1973

A workshop planned to help selectors of materials "exercise more sensitivity in choosing media about Blacks, Chicanos, Indians." In a speech entitled "Children's Materials and the Black Experience," Augusta Baker, former coordinator of children's services in the New York Public Library, suggests ways to introduce books to black and to white children; in "What the Appalachian Child Brings to your Classroom," Rebecca Caudill, well-known writer of children's books, provides thoughtful comment on mountain people and their problems in adjusting to city life; author June Jordan in "Black English: the Politics of a Language" calls for the teaching of black English in the classroom: "We, Black folk, have perforce striven to understand the words, the terms, the language . . . of white American experience . . . . It is now time for white America to . . . understand us Black people."

482

Tanyzer, Harold, *and* Jean Karl, *comps.* READING, CHILDREN'S BOOKS, AND OUR PLURALISTIC SOCIETY. Prepared by a Joint Committee of the International Reading Association and Children's Book Council. Newark, Del., International Reading Association [c1972] 89 p. (Perspectives in reading, no. 16) PN1009.A1R4

A selection of seventeen conference papers demonstrating that "each child must be provided ample opportunities to enjoy the fruits of having learned to read," that children's literature "may make the distinct contribution of dispelling stereotypes about groups," and that "attitudes *may* be influenced by what children read."

Opening the series of papers, psychology professor David Elkind in "Ethnicists and Reading: Three Avoidable Dangers" points to three problems: "intuitive psychology" (errors made in the wish to provide black children with stories about ghetto children, since "what intrigues children is the unfamiliar, not the familiar") "reverse prejudice" (the new stereotype of the black child belonging to the ghetto, in a broken home), and "easy conscience" (complacency in introducing "black children in black settings in stories with black themes").

Other papers on reading for black, Spanish-American, and other minorities include writing by black authors Sharon Bell Mathis and Virginia Hamilton; by children's book editors James C. Giblin, Velma V. Varner, and Jean Karl; and by teachers of children's literature Nancy Larrick and Alice Brooks Maguire.

A bibliography (p. 81–89) selected by Rosemary Weber cites books and articles (with bibliographies) published 1967 or later.

483

TEACHING CHILDREN'S LITERATURE: FOCUS 1. Elementary English, v. 50, May 1973: 691–728. LB1576.A1E6, v. 50

In a special section of this official journal of the Elementary Section of the National Council of Teachers of English, a series of varied articles includes "Multi-Ethnic Literature: Promise and Problems" by Esther C. Jenkins (goals and problems in dealing with literatures for oriental minorities in Hawaiian schools); "Death as Presented in Children's Books" by Robin C. Carr (with an annotated bibliography of twenty books); "The Value of Individualism" by Kathy Bird ("Does American children's literature, past and present, reinforce the value of individualism?"); "Four Satires in Children's Literature" by Dorothy Troike (*The Adventures of Huckleberry Finn, Gulliver's Travels, Don Quixote,* and [a future part of children's literature?] *Animal Farm*); "Robert Lawson: For All Children" by Robert W. Cornell; and "Selecting Literature for Children that Relates to Life, the Way It Is" by Alfred A. Arth and Judith D. Whittemore (with an annotated bibliography of books dealing with contemporary issues).

484
Weitzman, Lenore J., *and others.* SEX-ROLE SOCIALIZATION IN PICTURE BOOKS FOR PRESCHOOL CHILDREN. American journal of sociology, v. 77, May 1972: 1125–1150. HM1.A7, v. 77

A University of California scholar and three women scholars of Yale University examine picture books and find that through simplified and stereotyped images "women are greatly underrepresented in the titles, central roles, and illustration." The authors' pursuit of the subject is based on their awareness of the important role played by picture books in the presentation of societal and cultural values to young children who, at a time when they are most impressionable, are in the process of developing sexual identities.

Examined are the Caldecott Medal winners and honor books (1967–71) as well as Newbery Medal winners, a sampling of the Little Golden Books (those that have sold over three million copies), and the "prescribed behavior" or etiquette books (the sex differences are even more apparent here).

485
WOMEN AND GIRLS: FOCUS 1. Elementary English, v. 50, Oct. 1973: 1019–1092. LB1576.A1E6, v. 50

With Janet Emig as guest editor for a major portion of this issue of the monthly magazine, a series of eighteen pieces centers on sexist bias as it relates to the role of women and girls in children's books.

See also item 613.

SELECTION OF NONPRINT MATERIALS

486
AIDS TO MEDIA SELECTION FOR STUDENTS AND TEACHERS. Compiled by Yvonne Carter [and others. Washington] National Center for Educational Communication; [for sale by the Supt. of Docs., U.S. Govt. Print. Off., 1971] 81 p. Z1037.A1A102
"OE–34045."
Supt. of Docs. no.: HE5.234:34045.

An annotated, comprehensive bibliography of catalogs, lists, and review media useful for guidance in the selection of books and audiovisual materials for elementary and secondary schools. Included is a section of sources of multiethnic materials. An introduction points to the increasing difficulty today for selectors to make wise choices and the intention of the compilers to suggest answers to current questions pertaining to media selection. Only lists published since 1965 are included.

Directory of publishers; author-title index.

A sixty-seven-page supplement from the same compilers was released in 1973.

487

Chisholm, Margaret E. MEDIA INDEXES AND REVIEW SOURCES. [College Park] School of Library and Information Services, University of Maryland, 1972. 84 p. Z689.C45

Contents.—pt. 1. An assessment of the review of media.—pt. 2. Bibliographic information and comments.—pt. 3. Guide and indexes, General guide to subjects, and Index to sources by types of media.

The dean of the university's School of Library and Information Services prepared this list of sources because, as she points out, "Nonprint materials are being produced in unprecedented quantities and concerted efforts need to be made to give users improved access to these materials. In addition, educators, librarians and media center directors need assistance in evaluating materials for selection and acquisition." Her annotations are explicitly and helpfully detailed.

488

Green, Ellin, *and* Madalynne Schoenfeld, *comps.* A MULTIMEDIA APPROACH TO CHILDREN'S LITERATURE; A SELECTIVE LIST OF FILMS, FILMSTRIPS, AND RECORDINGS BASED ON CHILDREN'S BOOKS. Chicago, American Library Association, 1972. xxvi, 262 p. Z1037.G83

A buying guide to book-related nonprint materials for use in promoting books with children from preschool to grade eight. The editors, in rejecting two-thirds of the audiovisual material reviewed, have emphasized quality.

References to films, filmstrips, and recordings—with annotations—follow each book title. A total of 175 16-mm films, 175 filmstrips, and 300 recordings relate to 425 books. An introduction suggests ways of introducing books through film, music, and dramatics.

Indexes for book authors, films, records, subjects, and media related to authors and illustrators. A list of distributors is included.

489

Heins, Ethel L. LITERATURE BEDEVILED: A SEARCHING LOOK AT FILMSTRIPS. Horn book magazine, v. 50, June 1974: 306–313.

Z1037.A1A15, v. 50

A school librarian-book reviewer's report on the proliferation of the small rolls of transparencies (usually accompanied by cassettes or records) which derive from literary works, with pictures produced from the books or drawn anew for stories recorded. She comments forcefully on a "crass commercialism" compounding "the sins of many of the old literature recordings of the 1950s," citing examples of this exploitation of folklore, poetry, and well-loved classic stories.

490

McDaniel, Roderick. RESOURCES FOR LEARNING; A CORE MEDIA COLLECTION FOR ELEMENTARY SCHOOLS. New York, R.R. Bowker Co., 1971. 365 p. LB1043.Z9M3

A summary listing, made by an education professor, of about four thousand nonbook titles—available as films, filmstrips, slides, transparencies, and recordings—that have been favorably reviewed in education journals or that appeared on recommended lists.

The items are arranged in some 1,600 categories, some 576 of them noted by asterisks as being a "Nucleus Collection" highly recommended for first purchase.

Author-title index with ordering and bibliographic information.

491

Miller, Barbara S., *comp.* CHILDREN'S RECORDINGS. Booklist, v. 69, Mar. 1, 1973: 621, 623–635. Z1035.A49, v. 69

A five-year retrospective list of recommended recordings for children, chosen by the coordinator of children's services, Louisville Free Public Library, from productions of 1967 to 1971 (a few earlier and a few later, also).

A preface to the annotated listing spells out criteria observed. The more than two hundred single-record and multi-disc albums are arranged as: activity, participation, and rhythm; documentaries; folk and fairy tales; literature: poetry; literature: prose; music: orchestral and instrumental; and music: songs.

List of manufacturers and distributors.

492

Nadler, Myra. CINE-OPSIS. Wilson library bulletin, v. 49, Sept. 1974: 82–83. Z1217.W75, v. 49

An example of the magazine's regular reviewing of library classroom films which have excellence in cinematic use of literature and information. The reviewing is initiated by a public library AV supervisor of programs for many age groups.

493

New York (City). *Public Library.* CHILDREN'S BOOKS & RECORDINGS, SUGGESTED AS HOLIDAY GIFTS. 1972+ [New York?] annual. GR&B-CBS

With 1972 this annual list, compiled by staff children's librarians, has for the first time in its sixty-two-year history added a section of "Recordings, New and Old Favorites." These twenty discs and cassettes were not, like the books, all published in the current year, but include earlier recordings of folktales, poetry, and game songs (see *Guide*, item 512 and *Guide, First Suppl.*, item 226).

494

New York (City). *Public Library. Office of Children's Services.* THE BLACK EXPERIENCE IN CHILDREN'S AUDIOVISUAL MATERIALS. [Compiled by Diane DeVeaux, Marilyn Berg Iarusso, and Viola Jones Clark. New York] 1973. 32 p. E184.7.Z9N48 1973

"Sponsored by North Manhattan Project, Countee Cullen Regional Branch."

"Supplement to *The Black Experience in Children's Books.*"

"A catalog of the holdings in the Library which have proven to be popular for children and which are still available for purchase. . . . Much of the material included has been produced for adults but is useful for children."

The briefly annotated listings cover records and cassettes, films, filmstrips, and multimedia sets (discs and/or cassettes, slides, display cards and exhibition materials). Lists of sources or distributors are appended.

495

Rufsvold, Margaret I., *and* Carolyn Guss. GUIDES TO EDUCATIONAL MEDIA; FILMS, FILMSTRIPS, KINESCOPES, PHONODISCS, PHONOTAPES, PROGRAMED INSTRUCTION MATERIALS, SLIDES, TRANSPARENCIES, VIDEOTAPES. 3d ed. Chicago, American Library Association, 1971. 116 p.

Z5814.V8R8 1971

First ed. published in 1961 as *Guides to Newer Educational Media: Films, Filmstrips, Phonorecords, Radio, Slides, Television*; 2d ed. published in 1967 as *Guides to Newer Educational Media: Films, Filmstrips, Kinescopes, Phonodiscs, Phonotapes, Programed Instruction Materials, Slides, Transparencies, Videotapes.*

Described in a comprehensive list are 153 educational media catalogs and indexes, included here according to established criteria. The second section identifies and describes ten media organizations and a third identifies and describes thirty-six media periodicals—both limited to those within the United States. Trade catalogs and catalogs of collections are excluded.

See also items 326, 331, and 317 for other bibliographies and items 124 and 125 for periodicals.

PROFESSIONAL JOURNALS

496

CHILDREN'S LITERATURE IN EDUCATION. v. 1+ Mar. 1970+ [London] Ward Lock Educational. 3 no. a year. illus. Z1037.A1C5

A critical journal edited at St. Luke's College, Exeter, which aims "to meet the needs of teachers and librarians for serious, sustained criticism of literature written for children." A number of its articles are papers or other program contributions given by authors and critics of children's literature at the college's conference on the subject, held annually 1969–74 (not in 1975). Among these contributors have been James Reeves, Alan Garner, Joan Aiken, William Mayne, Leon Garfield, Philippa Pearce, and Peter Dickinson.

With issue no. 13, 1974, two American editors joined the Editorial Committee "to provide an American perspective on children's literature and to handle articles from American contributors."

497

CHILDREN'S LITERATURE: THE GREAT EXCLUDED. v. 1+ 1972+ Storrs, Conn. annual. PN1009.A1C514.

Title varies slightly.

"Including essays emanating from the Modern Language Association Seminar on Children's Literature. Established by the University of Connecticut, 1969."

Initiated by the English Department of the university, the journal aims "to stimulate the writing, teaching, and study of children's literature by humanists." Beginning with volume 2 the title page reads "Journal of the Modern Language Association on Children's Literature and The Children's Literature Association." The issues consist of essays, reviews, bibliographies, lists of topics for research, and suggestions for teaching children's literature. "Children's Literature Association Notes" appears for the first time in volume 3.

Essays have been contributed by teachers and students at the University of Connecticut and other schools and by conference participants. These vary in quality and importance. Among the more substantial pieces are Father Walter Hooper's "Narnia: the Author, the Critics, and the Tale"; Ravenna Helson's "The Psychological Origins of Fantasy for Children in Mid-Victorian England"; and Walter Scherf's "Family Conflicts and Emancipation in Fairy Tales." Among the selections representing the international scene are Alexandra Placotari's "Literature for the Children of Greece" (*see* item 652), and Ingrid Bozanic's "Contemporary Children's Literature in Norway" (*see* item 678).

With volume 4 (for 1975) the journal will be published by Temple University under the short title, *Children's Literature.*

498

Federation of Children's Book Groups. YEAR BOOK. 1968?+ [Doncaster, Eng.] annual. illus. Z1037.A1F4a

The English "parent oriented" organization, which became a federation of regional groups in 1968, has since 1965 been publishing the quarterly *Books for Your Children* (see *Guide, First Suppl.,* item 378). Its annual includes officer and group reports for the year plus new articles concerning books, storytelling, television, radio, and theater. The 1971–72 issue contains, for example, an article on fantasy by Helen Cresswell, a nine-point letter-page contribution on comics by Peter Dickinson, "Poetry" by Joan Cass, and "Aspects of Publishing" by Judy Taylor.

499

LIBRARY LIT.—THE BEST. [1]+ 1970+ Metuchen, N.J., Scarecrow Press. Z671.L7024

Editor: 1970+ Bill Katz (1970 with Joel J. Schwartz)

The first of a series of annual compilations which the editors consider to be "the best writing about libraries and related topics . . . to cover the widest possible field of librarianship, from children's literature to automation, and all points in between." This initial volume includes Paul Heins's "Out on a Limb with the Critics" (*see* item 121). Succeeding annuals have contained: for 1971, an article by the Feminists on Children's Literature, "A Feminist Looks at Children's Books," and Caroline J. Feller's "I'm Gonna Kill Ya" (the effect of a violent environment on children's behavior as revealed through the verbal violence in children's folklore and children's literature); for 1972, Sara Innis Fenwick's "American Children's Classics: Which Will Fade, Which Endure?" (*see* item 15); and for 1974, Eva Nelson's "Why We Hardly Have Any Picture Books in the Children's Department Anymore: A Brief Fantasy" (on censorship).

500

SCHOOL MEDIA QUARTERLY. v. 1+ fall 1972+ [Fulton, Mo.] American Association of School Librarians. Z675.S3S2912

Supersedes *School Libraries* as the journal of the American Association of School Librarians (a division of the American Library Association and an associated organization of the National Education Association).

As the new title suggests, "media" are emphasized, with the department "Media Review" covering print, image, and sound.

501

SIGNAL. no. 1+ Jan. 1970+ [Stroud, Eng., Thimble Press] 3 no. a year. PN1009.A1S39

"Approaches to children's books."

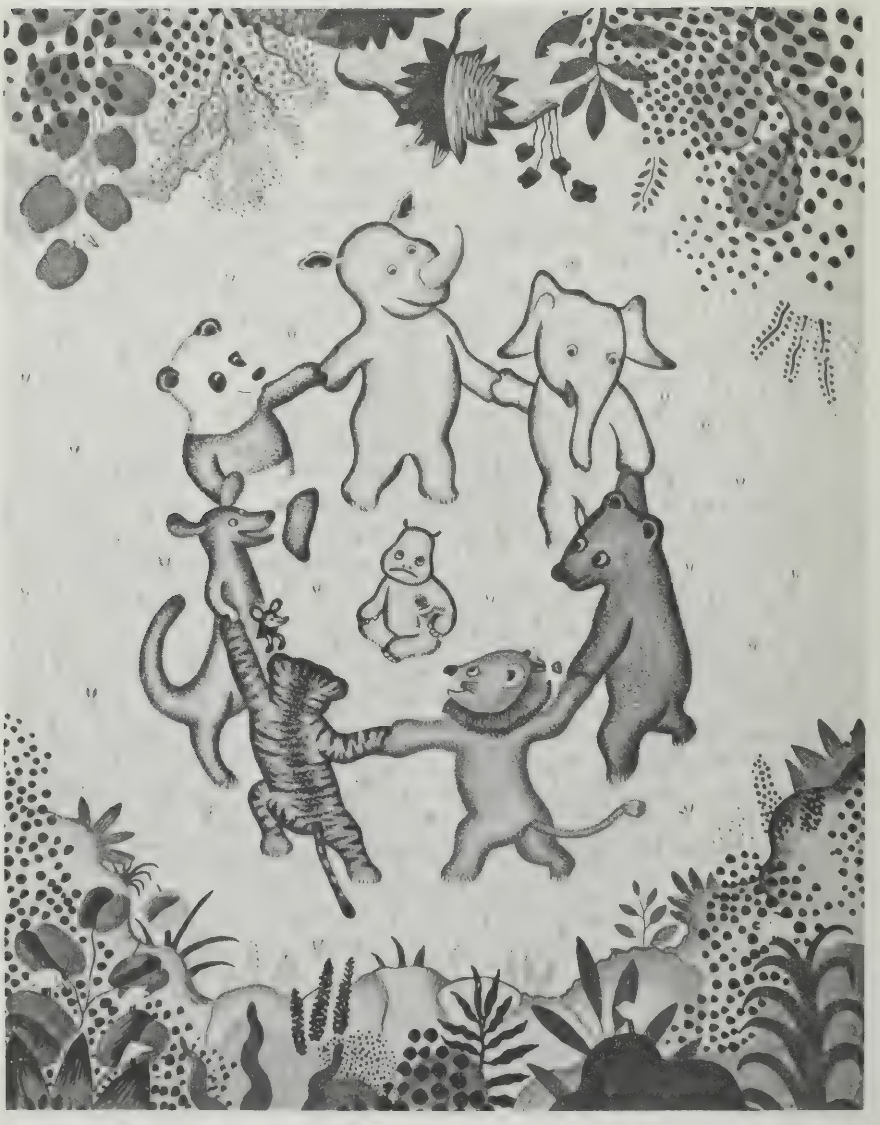
This English periodical of critical writing—historical, biographical, and bibliographical—aims "to provide a voice for writers whose ideas about, and interests in, children's books cannot be contained in brief reviews and articles, or in periodicals whose purposes are basically pragmatic or educational . . . to encourage the writing, and reading, of lengthy, substantial criticism of children's books."

Regular features include reviewer Elaine Moss's retrospective critiques (1972-on) of such contemporary English authors for children as Barbara Willard, Janet McNeill, Ursula Moray Williams, and Barbara

Sleigh; Lance Salway's reprinting (Jan. 1972-on) of essays, articles and reviews by past writers on children's literature; and John Donovan's "American Dispatch" (Sept. 1973-on).

In many an issue also appears a piece related to children's books of other countries: "Reviewing Reiner Zimnik" by Nina Danischewsky (Sept. 1971); "The Catcher in the Steppes: Soviet Adolescent Fiction in Translation" by Celia Boyd (Jan. 1972); and Kari Schei's "Children's Books of Today: A Scandinavian Seminar" (Sept. 1974).

See also item 436 for history of *Top of the News* (American Library Association).



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International Studies

HISTORY, CRITICISM, AND BIBLIOGRAPHY

502

Bakewell, Kathy. Books for migrant children in Australia. Reading time, no. 53, Oct. 1974: 3–6. Z1037.A1R4, no. 53

An Australian buyer seeking books for migrant children reports on her findings in Italy, Greece, Yugoslavia, and Turkey—the institutions and individuals giving her help, the state of publishing, quality and types of books seen, and some of the authors translated into the languages sought.

503

A Bird's eye view of children's literature and reading; institutions and periodicals concerned with children's books throughout the world. Bookbird, v. 10, no. 2, 1972: 60–63. PN1009.A1B6, v. 10

A useful listing with addresses in eighteen countries of centers and associations concerned with children's books, plus a list of children's literature periodicals produced in sixteen countries.

504

Gettrup, Hanne. Sélection de livres d'images reçus de l'étranger. Bulletin d'analyses de livres pour enfants, no. 22, Dec. 1970: 23–24, 26, 28, 30–31. GR&B-CBS

A Danish librarian working at La Joie par les Livres, the children's library in Clamart, France (which employs a foreign librarian each year), has compiled an annotated bibliography of foreign picture books, chosen for their quality and their acceptance by children at the library. Some of these books have been translated into French; others will be recommended for translation. The titles are grouped for three ages: three-up, five-up, and seven-up.

The list contains thirty-eight entries: from the Netherlands (two), Italy (three), the United States (nineteen), Spain (one), Sweden (three), Denmark (three), Germany (four), Finland (one), Iran (one), and Great Britain (one). Some books are not widely familiar, while others are recognizable as part of the international body of picture-book literature furthered by the coproduction activities of today's editors of children's books. Japanese titles were similarly presented in no. 20 of the *Bulletin*, June 1970.

505

Hempstead Public Library. *Foreign Language Center for Children.* ANNOTATED BIBLIOGRAPHY. Hempstead, N. Y., 1970 106 p. Z1037.9.H45

Books in fourteen languages, plus foreign-language periodicals and recordings, the contents of a special public library collection established in 1967, are descriptively annotated. Major areas, used by the largest numbers of children, are works in French, German, Italian, Greek, Polish, and Spanish.

506

Hürlimann, Bettina. FORTUNATE MOMENTS IN CHILDREN'S BOOKS. Top of the news, v. 29, June 1973: 331–350. Z718.1.A1T6, v. 29

The fourth May Hill Arbuthnot Honor Lecture, presented in Kansas City, Missouri by the Swiss editor-publisher who is also an author of children's books and of two international studies of children's literature.

Mrs. Hürlimann describes informally and personally seven European episodes in the history of children's books which seem to her typical and significant: the work of the pedagogue Comenius who tried to make learning a picture book pleasurable, the Swiss painter Conrad Meyer who created "one of the first amusing picture albums for children as early as 1656," the Brothers Grimm, the amusing Dr. Hoffmann (of *Struwwelpeter*), Jonathan David Wyss, Johanna Spyri, and Jean de Brunhoff.

Available as a reprint

See also Mrs. Hürlimann's published address before the Children's Book Council in New York—"Three Remarkable Editors of Children's Books" (*Horn Book Magazine,* v. 50, Feb. 1974: 12–23)—in which she pays tribute to three influential children's book editors of international importance: M. Foucher or Père Castor of Paris, Tadashi Matsui of Tokyo, and Shankar Pillai of New Delhi.

507

INTERNATIONAL LIBRARY REVIEW. v. 1+ Jan. 1969+ New York, Academic Press. quarterly. Z671.I64

A journal, unattached to any organization or association, which is devoted to matters of international interest in librarianship, bibliography, and documentation.

Almost every issue has papers dealing with children's literature and libraries. Here have appeared Lily Ayman's "The Progress of Children's

Literature in Iran During the Past Decade" (Apr. 1969, see *Guide, First Suppl.*, item 655); Shigeo Watanabe's "Post-War Children's Literature in Japan" (Apr. 1970, *see* item 888); Nina Medvedeva's "Russian Children's Literature on the Contemporary Stage" (Oct. 1971, *see* item 818); Sheila Egoff's "Reflections and Distortions: Canadian Folklore as Portrayed in Children's Literature" (July 1972, *see* item 401); Walter Scherf's "Current Trends in Children's Literature" [international] (*see also* item 519); Virginia Haviland's "Current Trends in Children's Literature" [the United States] (July 1973, *see* item 109); and Eloise van Niel's "Malay Folk Literature with Special Reference to Children" (Oct. 1973, *see* item 894).

508

Interracial books for children. INTERNATIONAL ISSUE. [New York, Council on Interracial Books for Children] 1973–74. 2 pts. illus.

GR&B-CBS

Issued as Volume 4, no. 3/4, winter 1972/73, and volume 5, no. 1/2, 1974.

Part 1 contains "Books for Children in China" (anonymous; *see* item 874); "Racism in West German Children's Books," by Jörg Becker; "Children's Books and Vietnam," by Miriam Morton; "New Reading for a New Nation" (Guyana), by Allan Fenty; and "International Exchange," a news department.

Part 2 presents "Children's Book Publishing in Africa Today," by H. M. Zell (item 866); "The Multiethnic and Interracial Children's Literature of the USSR," by Miriam Morton (item 823); "Report from England: Packaged Racism from 'Publishers Row' " (anonymous); "Minorities in the Soviet Union; A Black Perspective," by G. J. A. Murray, Jr.; "Attitudes Toward Gypsies in Children's Literature," by Carla Stevens; "People's Republic of China: Educating the Masses with Picture-Story Books" (anonymous; see item 874); and "A Report from Sweden," by Kerstin Stjarne.

509

Jan, Isabelle. ON CHILDREN'S LITERATURE. Edited by Catherine Storr. With a preface by Anne Pellowski. New York, Schocken Books [1974, c1973] 189 p. PN1009.A1J3413 1974

Translation of *La Littérature enfantine.*

Includes bibliographical references.

A translation of the second (1973) edition of this international French study, originally published in 1969 (*Guide, First Suppl.*, item 444) and highly praised in France. It reveals a number of changes. This English edition was first published in London by Allen Lane in 1973.

Among authors dropped are Heinrich Hoffmann (*Struwwelpeter*) and E.B. White; added are L. Frank Baum, Enid Blyton, Mary Mapes Dodge, Margaret Wise Brown ("contemporary"), Andrew Lang, Hugh Lofting, John Newbery, Marjorie Kinnan Rawlings, Carl Sandburg, Tomi Ungerer (no mention of Maurice Sendak), and Charlotte Yonge.

Dropped from the list of references are F.J. Harvey Darton and Jean de Trigon.

Anne Pellowski's preface recognizes that Mlle Jan's essays "command respect because of a unique point of view . . . [she has] placed children's literature within the context of literature as a whole, perhaps more successfully than any other critic."

Catherine Storr in her preface to the English edition calls the work "a close, reasoned and perceptive inquiry . . . [she] writes the most acute and the most intuitive account of the Alice books. . . . When she writes about Hans Christian Andersen, Mlle Jan is equally illuminating. . . . [She] speaks always with the voice of common sense, learning and perceptive appreciation . . . she pleads, in her final chapter, for the possibility of the fresh, the poetic approach, which alone can 'surprise by joy.' "

Critic Margery Fisher notes "not only innumerable small errors of nomenclature (which may be as much due to editing as to the author) but also . . . some misleading generalizations, especially about English social patterns" (*Growing Point,* v. 12, Nov. 1973: 2274).

510

Kempkes, Wolfgang. Bibliographie der internationalen literatur über comics. International bibliography of comics literature. 2., verb. Aufl. Pullach/München, Verlag Dokumentation, 1974. 293 p. illus.
Z5956.C6K4515 1974b

An "attempt," says the author, "to give a comprehensive overview of the domestic and foreign literature concerning comics, and their sociological, psychological, pedagogical, and structural aspects." Of the 4,697 items cited, books represent a minor part. The introduction differentiates five stages in the nearly eighty-year history, highlighting important trends and examples, and it explains the division of the bibliography into "eight main features" concerning comics: their development, structure, commercial aspects, readership, effects, uses for educational purposes, utilization in related forms of expression (TV, advertising, the arts, and other), and judicial and other limiting measures against them.

Published also in New York City (R. R. Bowker Co., 1974. Z5956.C6K4515 1974).

511

Künnemann, Horst. A + B and then what? Bookbird, v. 8, no. 2, 1970: 65–70.
PN1009.A1B6, v. 8

The German critic, recognizing the continued production today of "respectable craftsmanship, old-fashioned and conventional," evaluates "ten exemplary works from the recent past which, in their very individualistic forms" he holds to be standards by which "successors, imitators and producers of the trivial mass picture book" can be evaluated. The ten include picture books of international origins and distinctions.

512
Lottman, Herbert R. A MULTINATIONAL CHILDREN'S BOOK. Publishers weekly, v. 206, Sept. 24, 1974: 109–112. Z1219.P98, v. 206

A report on an international copublishing venture, the series Folk Tales from Asia, for which publishers, editors, illustrators, and writers from eighteen Asian nations have collaborated. Master volumes, eight folktales each from eight countries, have appeared in English (published jointly by John Weatherhill and Heibonsha, New York, and Tokyo); in the next phase, countries contributing to these will publish in their own languages and/or English (rights being available for printing in other languages, as well).

At a planning and editing committee meeting, details of "culture clashes" were discussed and criteria for the stories determined: to represent the culture of the country, inspire human values in children, have universal appeal, and not be offensive to any groups of people.

513
MacRae, Julia. INTERNATIONAL PUBLISHING. School librarian, v. 18, Sept. 1970: 270–274. Z675.S3S27, v. 18

A succinct, sharp definition by the director of Hamish Hamilton Children's Books Ltd., an internationally known editor, of the development, importance, and dangers of the new international coproduction of picture books and the new reasons for international publishing of children's books in general.

514
Munich. Internationale Jugendbibliothek. DIE BESTEN DER BESTEN: BILDER-, KINDER- UND JUGENDBÜCHER AUS 57 LÄNDERN ODER SPRACHEN. Hrsg. von Walter Scherf als Veröffentlichung der Internationalen Jugendbibliothek. München, Verlag Dokumentation; [New York, R. R. Bowker Co.] 1971. 189 p. (*Its* Kataloge, 3) Z1037.M945

Added t. p.: The best of the best; picture, children's, and youth books from 57 countries or languages.

Edited by the director of the International Youth Library and his staff in response to a need expressed in a UNESCO seminar "that children from minority groups should be able to find in their school library a collection of the best children's books in their mother tongue." Walter Scherf in his introduction adds his belief that foreign-language children's books have a double purpose: "to convince the majority that other languages and cultures, though different, are essentially of equal rank" and, for the minority, "to confirm and even to protect its individuality."

Selections were chosen by collaboration with correspondents in the many countries. The titles are arranged by country, in two to four age groups for each, and with titles translated where needed from the original languages into German and English. Publishers are cited; dates of publication are lacking.

Revision forthcoming.

515
Ørvig, Mary. ONE WORLD IN CHILDREN'S BOOKS? Top of the news, v. 28, June 1972: 399–422. Z718.1.A1T6, v. 28

The third annual May Hill Arbuthnot Honor Lecture, delivered by the director of the Swedish Institute for Children's Books, is a substantial, scholarly, and provocative interpretation of the world of children's books as not one world but many.

With quotations from scholars of the past and present the essay points to problems of internationalism, the need to study the development of children's books on a historical and sociological basis, rather than suiting "traditional and personal preferences" as in the past, and to consider the mass of "consumers' literature" for children.

Among Mrs. Ørvig's other concerns is her stress that international understanding must be based on a widening of linguistic skills and knowledge of the cultural and ideological values of other nations. Essential to the advancement of the cause of children's books, she believes, is a "greater cooperation between children's librarians and the academic side." Further, there must be comparative research into children's literature, based on national and international teamwork.

Bibliography of quoted and consulted literature.

516
Pellowski, Anne. CHILDREN'S BOOKS IN DEVELOPING COUNTRIES —PROBLEMS AND PROMISES. Bookbird, v. 11, no. 4, 1973: 16–20. PN1009.A1B6, v. 11

A look at specific ways in which there has been success in the publishing and distribution of a written children's literature in various economically developing areas, with a consideration also of grave needs still to be met. These deal with production of local folklore in printed and visual form, training of teachers in techniques of introducing literature to children (including oral storytelling), manuals for the training of mothers in language interplay with their children, courses for writers and illustrators of children's books, distribution systems, and information centers.

See also, by this director of the UNICEF Information Center on Children's Cultures, "Sources of Children's Books From Other Countries" (*Top of the News*, v. 28, Jan. 1972: 133–137). Here she lists, with addresses, Western European sources of annual selective lists and/or regular reviewing and sources in the United States for children's books from world regions—Africa, the Caribbean, Latin America, and Western Europe—as well as sources here or abroad for books in twenty-six specific languages (including Arabic, Hebrew, Chinese, Korean, Swahili, Turkish, and Vietnamese).

517
——— DICK AND JANE INVADE THE THIRD WORLD. Horn book magazine, v. 49, Apr. 1973: 113–118. Z1037.A1A15, v. 49

A paper presented at the first *Seminario de Literatura Infantil* by the director of the Information Center on Children's Cultures (New York, UNICEF).

Reporting on her examination of basal reading series in France, Spain, the United States, and the Third World, Miss Pellowski makes provocative observations and raises searching questions. In line with the content of school readers, she sees the continuing popularity with European children of folklore and of fantasy based on folklore motifs, while with children in the United States, nonfiction and more modern themes in fiction are more in favor. She deplores the worldwide tendency to model new, locally produced primers and readers on the old style American readers or on the European style. "The texts rarely include material drawn from oral tradition or from the great old poets of the past, in any language." She asks: "How is this affecting the tastes and abilities of these [Third World] children?" and "Is how a child first learns to read or what a child first learns to read the most important factor in creating a literate, i.e., a person who becomes and remains a reader?"

518

Rácz, Aranka N. A GYERMEKEK KÖNYVTÁRI ELLÁTÁSÁNAK FEJLŐDÉSE, NEMZETKÖZI TÖRTÉNETI ÁTTEKINTÉS. [AN INTERNATIONAL OVERVIEW OF THE DEVELOPMENT OF CHILDREN'S LIBRARIES] Budapest, Könyvtártudományi és Módszertani Központ, 1971. 85 p. Z718.1.R25

Bibliography: p. 77–83.

Essays, with a bibliography of important works, about the development of the children's library movement in the United States of America, United Kingdom, Germany, France, Scandinavia, and Eastern Europe. It covers the period up to World War I, the years between the wars, and the situation in both the capitalist and the socialist countries after World War II when there was a great increase in children's library science, including school libraries. It gives brief mention to developments in the Third World.

519

Scherf, Walter. CURRENT TRENDS IN CHILDREN'S LITERATURE. [Budapest? 1972?] 11 p. GR&B-CBS

The director of the International Youth Library in Munich presents to the IFLA Sub-Section on Library Work with Children a worldwide view of trends, raising relevant questions. Have our best books been translated? What have we received that is truly representative of other countries? Where in the market are the most significant changes occurring? He notes changes in literature themes, representing social, family, and minority problems: "The provision of literature for ethnic minorities is developing throughout the world to an amazing extent, for various reasons."

520

School library services: a world view [Janice Bolt, special guest editor] Springfield [Illinois State Library] 1972. [474]–644 p. (Illinois libraries, v. 54, Sept. 1972) Z732.I213, v. 54

A special issue devoted to "the development of services to children and young people through cooperative efforts." It emphasizes children's library services in media centers but includes also an article by Judith St. John on the Osborne Collection of Early Children's Books and the Lillian H. Smith Collection at Boys and Girls House, Toronto Public Library, and one on the International Youth Library in Munich by Walter Scherf.

Other brief pieces about library services abroad concern Hawaii, Africa (library schools), Australia, India, Japan, England, Czechoslovakia, and Venezuela. Two amply documented final portions deal with "Standards for Educational Media (Library and Audiovisual) Programs in Illinois" (p. 523–552) and "Illinois School Library Media Survey" (p. 553–644).

521

Walls, Esther. Children's books and reading in developing countries. Top of the news, v. 29, Jan. 1973: 117–129. Z718.1.A1T6, v. 29

The 1972 Anne Carroll Moore Lecture (New York Public Library), by the director of the U.S. International Book Year and former program officer and deputy director for Africa of the Franklin Book Programs. She is concerned here with the haves and the have-nots in the children's book world of developing countries—the "disparate and disjointed examples of children's book response"; the bookless, undereducated children; the compulsory-and-free primary education laws (with something "gone wrong" in the observance); the young people who do read here and there; and the "universal thread of hunger for enrichment."

In appraising translation projects the lecturer considers the problems of developing national publishing and cites Iran as a successful example of children's book creation and production. She notes also the African Primary Science Books "which rely on examples familiar to children in both East and West Africa" and the "geographically-evocative" books from India's Children's Book Trust, and points to Japan's copublication project for picture books in Asia.

TRANSLATION

522

Dowlatabadi, Mahdokht. Some points on the translation of children's books in Iran. Bookbird, v. 11, no. 3, 1973: 33–35

PN1009.A1B6, v. 11

An Iranian author, translator, and publisher of children's books speaks about the requirements for good literary translation. Especially for fiction, ". . . if he [the translator] lacks creativity the result of his work becomes thematic without being dramatic." He must know children as well as both languages—"their vocabulary, their special world." Speaking of adaptation, he deplores the trap, into which inadequate translators and inexperienced publishers fall, of reducing the text of a strong original, mistakenly to serve young readers.

523

Fenton, Edward. A VIEW FROM A FOREIGN WINDOW. Top of the news, v. 30, June 1974: 365–368. Z718.1.A1T6, v. 30

A paper written for the occasion of the presentation of the Mildred L. Batchelder Award for translation.

This translator's knowledge of the problems of translation, mastery of Greek, and ease in dealing with the nuances of the English language are evident in his commentary on the background of his work in turning into English Alki Zei's *Wildcat under Glass* and *Petros' War*, both of which have won for their publishers the Batchelder Award, their author being a Greek living in Paris.

524

Gottlieb, Robin, *comp.* ON THE TRANSLATION OF CHILDREN'S BOOKS; A SELECTIVE BIBLIOGRAPHY. Bookbird, v. 12, no. 1, 1974: 26–28.
PN1009.A1B6, v. 12

An annotated list prepared for the United States National Section of the International Board on Books for Young People. Its entries are divided between books and articles and bibliographies.

525

Klingberg, Göte. DAS DEUTSCHE KINDER- UND JUGENDBUCH IM SCHWEDISCHEN RAUM: EIN BEITRAG ZUM STUDIUM DER VERBREITUNGSWEGE DER KINDER- UND JUGENDLITERATUR. [GERMAN BOOKS FOR CHILDREN AND YOUNG ADULTS IN SWEDEN: A CONTRIBUTION TO STUDIES ABOUT THE DISTRIBUTION OF CHILDREN'S BOOKS] Weinheim, Beltz, 1973. 140 p. (Internationale Untersuchungen zur Kinder- und Jugendliteratur Bd. 3) Z403.K55

Includes bibliographical references.

A study which traces translations of children's books from German-speaking countries into Swedish, considering also the transfer of pedagogical aims and early influences. For example, it views the aims of the so-called philanthropists Rochow, Campe, Salzmann, Weisse in the eighteenth century and Wolgast at the end of the nineteenth century. Added are a chronological list of modern translations from German into Swedish 1932–70 (p. 90) and summaries of this study in English (p. 123–125) and French (p. 126–128).

See also this scholar's *Översättningen av barn- og ungdomsböcker; en metodisk förundersökning* [*The Translation of Children's Books; a Methodological Pilot Study*] (Göteborg, Pedagogiska institutionen, 1974. 192 p. [Rapport — Pedagogiska institutionen, Lärarhögskolan i Göteborg, nr. 59] LB5.G64, no. 59).

526

McElderry, Margaret K. THE HAZARDS OF TRANSLATION. Horn book magazine, v. 49, Dec. 1973: 564–569. Z1037.A1A15, v. 49

A paper given at the "Loughborough" International Seminar on Children's Literature (Towson, Maryland, 1973) in which this children's book editor describes the change "from a period of abundant translation of books from abroad . . . to a time when only the most outstanding books are accepted for translation and publication." Further she points out hazards in picture-book publishing and dealing with texts for older children.

527

Ørvig, Mary. CHILDREN'S BOOKS IN TRANSLATION: FACTS AND BELIEFS. School library journal, v. 19, Nov. 1972: 23–27. Z671.L7, v. 19

A shortened version of a speech given at the Children's Book Council in New York City.

The lecturer discusses many aspects of the international translation picture, including the "prospects of representatives of minor languages obtaining a hearing in major cultural contents"; the question, "how are translations controlled?"; the prevalence of adjustment or cutting in the translation process; and the need to learn more about literary production, distribution, and consumption in order to understand the conditions and ways of translation.

Finally, emphasizes Mrs. Ørvig, we must overcome the isolation of children's books, "even at the sacrifice of a few well-loved tribal deities."

Bibliography of references on translation.

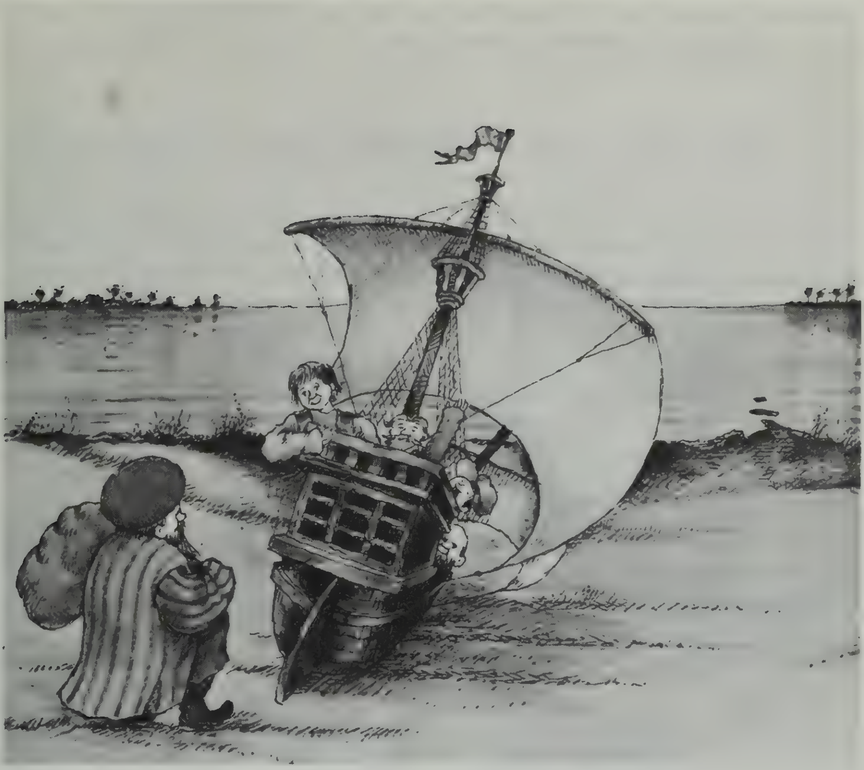
528

Polushkin, Maria. A FEW WORDS ON TRANSLATION. Horn book magazine, v. 50, June 1974: 256–259. Z1037.A1A15, v. 50

An ex-children's book editor who has translated Aleksin's *A Late-born Child* and Linevski's *An Old Tale Carved out of Stone* (winner of the Mildred L. Batchelder Award), describes some of the problems of translating and states her preference for recreation over literal translation, viewing the translator as "a sympathetic, analytic reader" who ought secondly "to be a writer."

529

Rabban, Elana. BOOKS FROM OTHER COUNTRIES, 1968–1971. [Chicago, American Association of School Libraries] 1972. 48 p. Z1037.9.R3



Reproduced with the permission of Farrar, Straus & Giroux, Inc., from The Fool of the World and the Flying Ship, *retold by Arthur Ransome with pictures by Uri Shulevitz. Pictures copyright © 1968 by Uri Shulevitz.*

A compilation with brief descriptive annotations of some two hundred books published abroad from 1968 to 1971 which have been translated into English and are available in the United States. Prepared under the aegis of the American Association of School Librarians, as its major contribution to International Book Year, and edited by a school libraries coordinator, the work is arranged by countries and classified by social studies themes (numbers keyed to five major concepts, listed in the guide for using the bibliography). The reading range is also keyed. Indexed by title and author.

530
Sawicki, Norma Jean. THE FATE OF TRANSLATED BOOKS. Horn book magazine, v. 50, June 1974: 260–262. Z1037.A1A15, v. 50

A companion speech to Maria Polushkin's "A Few Words on Translation," (item 528), for a meeting of the American Section of IBBY, this statement by a children's book editor notes problems faced by the publisher: (1) learning what is being published in other countries throughout the world, (2) determining which books should be made available to children in the United States, (3) securing the translation, and (4) editing the translated manuscript.

531

Scherf, Walter. IBBY AND THE PROBLEMS OF TRANSLATING CHILDREN'S BOOKS; A SERIES OF QUESTIONS TO IBBY. Bookbird, v. 12, no. 1, 1974: 19–26. PN1009.A1B6, v. 12

To those concerned with the international flow of children's books, the director of the International Youth Library in Munich poses eleven questions based on the need to facilitate and extend "opportunities for national literatures and their authors to be studied and understood, translated and read." Pondering the consequences of awards for translations, and selection lists and articles, he suggests the undertaking of a practical working program which would relate to copyright problems and the low scale of payment for translations.

See also item 356, *The Wide World of Children's Books.*

INTERNATIONAL ORGANIZATIONS, CONFERENCES, AND INSTITUTIONS

Biennale of Illustrations, Bratislava (BIB)

532

Bienále ilustrácií, 3d, Bratislava, 1971. BIENÁLE ILUSTRÁCIÍ, BRATISLAVA 1971; DOM UMENIA BRATISLAVA, SEPTEMBER-OKTÓBER. LA BIENNALE D'ILLUSTRATIONS, BRATISLAVA 1971; LA MAISON DE LA CULTURE BRATISLAVA, SEPTEMBRE-OCTOBRE. [Príprava a redakcia katalógu: Anna Urblíková, Eva Trojanová. Bratislava, Slovenská národna galéria] 1971. 1 v. (unpaged) 204 plates. NC965.B5 1971

Slovak and French.

The bilingual introduction to this catalog, by Jan Hrasko, director of the Slovakian National Gallery, gives details of this third biennial competition and exhibition of children's book art, now representing forty countries. Following pages list the 1969 winners in various levels of distinction, and include a list of numbered entries, by country, followed by a black-and-white art reproduction and biographical and bibliographical information for each entry.

For the 1967 biennial volume, presenting the first competition and show, see *Guide, First Suppl.*, item 559.

Bienále ilustrácií, Bratislava, 1973 (NC961.5.C95B722 1973), edited by Anna Urblíková, shows 263 illustrators representing thirty-nine countries, with the commentary again in Slovak and French. The 1971 and

1973 volumes are combined in *Bienále ilustrácií Bratislava, Československa, '71 '73*, with a text in English and French as well as Slovak (Bratislava, Mladé letá, 1975. 281 p. NC961.5.C95B723).

533
Roll, Dušan. WHAT IS BIB? Bookbird, v. 12, no. 1, 1974: 61–76. illus.
PN1009.A1B6, v. 12

A fully illustrated account of the fourth Biennale of Illustrations in Bratislava provides background for its ten-year history under the sponsorship of the Slovak National Gallery and the Czechoslovak Commission for Cooperation with UNESCO. Dr. Roll states that the biennial began with the idea of inducing "a world confrontation of illustrative art for children," and that it has been held in Bratislava because many young illustrators received art school training here and the Mladé Letá publishing house is located here. He adds that BIB secures artists' participation through ministries of culture, cultural institutions, societies of artists, and personal invitation to artists. An artist is allowed to send a maximum of ten illustrations (from no more than two publications). Prizes are awarded by an international jury: the Grand Prix, five "Golden Apples," ten Medals, and five Honorable Mentions. Five traveling exhibitions are prepared from each biennial.

See also item 810, for a BIB symposium in Moscow.

International Association of School Librarianship

534
International Association of School Librarianship. CONFERENCE PROCEEDINGS. 1972- [n.p.] v. annual. Z675.S3I45a

With introductory remarks by organizer Jean E. Lowrie of the U.S.A., the volume of papers from the first conference, held in London, includes "Teachers and Library Books," by Ruth Wong (Singapore); "Seeking Support from Governments and Professional Associations for School Library Programs," by John Ward (Australia); "A Place to Read, Relax, and Think," by Gwen North (Canada); and "The Best of Connections," by Edward Blishen (England). An account of the annual business meeting and a list of the 153 registered participants are appended.

See also proceedings for a second conference held in Nairobi, Kenya, July 29–31, 1973. Presented here are papers on African school librarianship in Nigeria, by J. O. Fadero; in Tanzania, by Ezekeel E. Kaungammo; and in Kenya, by Albert J. Maleche and Abigail Krystall. The list of sixty-two registered conference members attending from twelve countries includes their institution addresses.

A third compilation represents the association's third conference attended by some 120 members from thirteen counties in Singapore, July 27–30, 1974. This volume (seventy-eight pages with supplementary page of "Resolutions") includes a keynote address by Ursula G. Picache (library school dean, the Philippines); "Teacher Development in the Use of Library Media—Pre-Service Programs," by Lawrence H. McGrath (Australia); "The Selection of Materials for Student Use in Developing Countries," by V. Perumbulavil (Singapore); "Developing Administrative Support by School Library Programs," by K. D. Somadasa (Sri Lanka); "Central Purchasing Cataloging and Processing Service for School Libraries in Developing Countries," by Beth Legge (New Guinea); and "Using the School Library Programme to Facilitate Pupil Learning," by Diana Choa (Singapore). Completing the proceedings are minutes of the business session and a directory of attendees, with addresses, by country.

See also for further papers on international school library developments, item 520, "School Library Services: a World View" (*Illinois Libraries*, v. 54, Sept. 1972: [474]–644).

535

Lowrie, Jean E. INTERNATIONAL SCHOOL LIBRARY DEVELOPMENT. ALA bulletin, v. 63, May, July/Aug., Oct., Dec. 1969: 603–609, 997–999, 1108–1110, 1284–1289, 1586–1599. Z673.A5B8, v. 63

——— ——— American libraries, v. 1, Feb. 1970: 182–185.
Z673.A5B82, v. 1

A series of articles, edited by the chairman of the International Relations Committee of the American Association of School Librarians, as part of "an international effort to establish a channel of communication among librarians, other educators, and the professional associations interested in school library development." It can be seen to have contributed to the organizing of the International Association of School Librarianship.

"Books and Culture: A Reevaluation," by John M. Thompson (*ALA Bulletin*, May 1969: 603–609) is based on a paper presented at the AASL conference in Kansas City in 1968. Three following pieces were presented in Dublin at the World Conference of the Teaching Professions in 1968: Margot Nilson's "School Libraries in Scandinavia" (*American Libraries*, Feb. 1970: 183–185); H. R. Mainwood's "School Libraries in the United Kingdom" (*ALA Bulletin*, July 1969: 907–909) and Lawrence H. McGrath's "School Libraries in Australia" (*ALA Bulletin*, Sept. 1969: 1108–1110). A fifth article, "School Libraries in Iran and the Near East" (*ALA Bulletin*, Oct. 1969: 1284–1289), is written by Alice Lohrer, who organized a graduate library school program in the University of Tehran 1966–67. "Opening School Library Doors in Malaysia and Singapore" (*ALA Bulletin*, Dec. 1969: 1586–1595) is contributed by M. Bernice Wiese, a Fulbright-Hays lecturer in library science at Singapore Teachers' Training College, 1968–69, and school library adviser to the minister of education in Malaysia 1964–65. The accompanying "School Libraries in Singapore" (*ALA Bulletin*, Dec. 1969: 1596–1599) is by Douglas Koh of the

National Library in Singapore. Carlos Penna of UNESCO follows with "School Libraries in Central America and Panama" (*American Libraries*, Feb. 1970: 182–183).

536
——— School libraries: international developments. Metuchen, N.J., Scarecrow Press, 1972. 247 p. Z675.S3L884

The International Association of School Librarianship (an agency within the World Confederation of Organizations of the Teaching Profession) has collected eighteen papers on the state of school libraries in Europe (the United Kingdom, Denmark, and Sweden), Africa (Liberia, the Ivory Coast, Nigeria, and Tanzania), Asia (the Arab States, Iran, Singapore, and Japan), Oceania (Australia, New Zealand, Papua, and New Guinea), and the Americas (Canada, Venezuela, the British West Indies, and the United States).

Most of the papers were originally presented by people from the individual countries at three international meetings held from 1969 to 1971. Other selections were especially prepared for this collection.

A biographical list identifies the contributors.

537
Ovens, W. W. The international association of school librarianship: first national conference, London, 29th-31st July 1972. The school librarian, v. 20, Dec. 1972: 294–297. Z675.S3S27, v. 20

The honorary secretary, School Library Association (United Kingdom), provides information about the purposes and development of the new international association and the geographic representation of conferees. Further, he summarizes the program addresses and discussions, indicating that the next conferences would be held in Nairobi (1973) and Singapore (1974).

International Board on Books for Young People (IBBY)

538
Bamberger, Richard, Lucia Binder, *and* Bettina Hürlimann. 20 years of The International Board on Books for Young People. [Prague, Společnost přátel knihy pro mládež—Czechoslovak Section of IBBY, 1973] 235 p. illus., port. Z1037.A1B23

A commemorative volume first distributed at a celebration in Zurich in October 1973.

A preface by IBBY's president, Niilo Visapää, points to the reasons for the founding of this organization, its achievements during the past two decades, and, for the future, "most important challenges . . . from vast, largely unexplored areas of the Third World."

The contents of this anniversary compilation include papers on IBBY's history, the National Sections, IBBY's founder, Jella Lepman, *Bookbird* (IBBY's journal), the Hans Christian Andersen Awards, and International Children's Book Day. Further essays, on various aspects of the work of IBBY, comprise pieces from issues of *Bookbird*, including Andersen Medal acceptance speeches. An important section (p. 221–235) lists medal-winning and "highly commended" Andersen Medal authors and illustrators, and the Honour Lists from 1956 through 1972.

Three papers are printed in French, two in German.

539

DANK AN JELLA LEPMAN. [Redaktion dieses Heftes: Brigitte Nottebohm] Frankfurt/Main, 1969. 47 p. port. GR&B-CBS

At head of title: Johann Wolfgang Goethe-Universität. Abteilung für Erziehungswissenschaften.

A salute to the founder of the International Youth Library, who was also the prime initiator of the International Board on Books for Young People and its Hans Christian Andersen Medal and International Children's Book Day. Published by the university's institute for research in children's literature, the work concludes with a tribute by its director, Klaus Doderer.

See also Mildred L. Batchelder's biographical appreciation published in the Children's Book Council *Calendar*, v. 30, Jan./Apr. 1971.

540

Haviland, Virginia. THE HANS CHRISTIAN ANDERSEN AWARD. Bookbird, v. 11, no. 3, 1973: 3–8. PN1009.A1B6, v. 11

An account written in the twentieth anniversary year of the International Board on Books for Young People to recognize its award's seventeenth year. A statement about changes in conditions for the award, including the initiation of a second medal, for illustration, in 1966, precedes a consideration of the worth or success of the medals. Quotations from winners illuminate the matter of effect upon the authors and illustrators creating children's books.

541

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE. [International Board on Books for Young People, Porvoo, Werner Söderström, 1974] GR&B-CBS

A five-language pamphlet describes the origin, aims, organization, and activities of IBBY. It is illustrated with reproductions of children's book art by the five winners (through 1974) of the Hans Christian Andersen Medal for illustration.

Congresses (biennial)

1970: Bologna, Italy

See item 100 for Mary K. Eakin's paper, "The Changing World of

Science and the Social Sciences," printed in *Bookbird*, and further issues of the periodical for publication of other congress addresses.

1972: Nice, France

542

International Board on Books for Young People. LE RÔLE DE LA LECTURE DANS LE DÉVELOPPEMENT DES ENFANTS ET DES ADOLESCENTS DE NOS SOCIÉTÉS EN TRANSFORMATION; ACTES DU CONGRÈS. [Paris, Section française de l'U.I.L.J., 1972?] 124 p. Z1037.I6 1972

On cover: "13e Congrès de l'Union internationale des livres pour la jeunesse, Nice 19–21 mai 1972."

Bibliography: p. 113–117.

"Rapport introductif" by Pierre Gamarra, "Synthèse des problèmes posés" by Marc Soriano (for English translation, *see* item 543), and "Un régulateur de la vie de l'enfant: le livre" by Jacques Wittwer precede six papers on themes proposed by national sections. Each of these presentations has a following summary here of group discussion on the topic.

Concluding pages contain two pieces in which Lise Lebel and Marc Soriano sum up their views of the substance of the congress, a list of conferees, and an international bibliography of the professional works on children's literature which were exhibited.

See also item 363 for Margery Fisher's *The Role of Reading in Education in Britain* and 1972 issues of *Bookbird* for publication of papers.

543

Soriano, Marc. SOME THOUGHTS ON THE ROLE OF READING IN THE DEVELOPMENT OF CHILDREN IN OUR CHANGING SOCIETIES. Bookbird, v. 10, no. 3, 1972: 10–13. PN1009.A1B6, v. 10

The article is composed of "ideas . . . excerpted from a longer synthesis of the reports made by the National Sections of the International Board on Books for Young People at the 13th Congress of IBBY in Nice in May 1972."

Professor Soriano's report emphasizes (1) the growth of audiovisual communication as a "parallel culture" to that of the book; (2) a "sense of drift" or "tendency toward cultural regression" away from the book, an indifference to the book being transformed into a definite refusal throwing the whole subject of literacy or acculturation into doubt; and (3) a still different situation in countries with a transitional stage of development, where printed texts are few and often poorly adapted to the needs. He summarizes principles for the common platform: having faith in children to whom we bequeath the task of creating a better world; viewing reading as irreplaceable, as a technique of interiorization and reflection; seeing the importance of achieving literacy and making mass media collaborate; viewing reading as an "acculturating" technique—an often forgotten role as a means of expression and communication; recognizing that reading is inseparable from the policy which defines culture as the property of all.

For inclusion in the compiled conference papers, see item 542.

1974: Rio de Janeiro, Brazil

544

International Board on Books for Young People. 14TH CONGRESS, RIO DE JANEIRO, 1974. [Papers] [n.p.] 1974. 13 pieces. GR&B-CBS

Papers and a summary report, covering meetings and group discussions on the broad theme: "The book as an instrument for the formation and development of children and of young people." Contributions to the congress included communications from Iran (Mrs. Lily Ayman), Japan (Shigeo Watanabe), Latin America general (Arcadio Plazas), Sweden (Anton Taranger), United Kingdom (Griselda Barton), and the United States of America (Ann Beneduce).

Papers were also provided for distribution by María del Carmen Villaverde of Argentina, "Literatura Infantil y Juvenil de Base Folklórica" and Efrain Subero of Venezuela, "El Libro como Instrumento en la Formacion y Desarrollo de Niños y Jovenes."

A report of conclusions and suggestions from reporters summarizing the debates was prepared by a committee. Here suggestions for a program of action deal with the creation, production, and promotion of books for children, training of adults for the bringing together of children and books, and international work dealing with books and children.

For the publishing of many of the above see *Bookbird*, nos. 1 and 2, 1975 and the complete conference papers, in Portuguese (Rio de Janeiro, Fundaçao Nacional do Livro Infantil, 1976).

545

Jacoby, Carrie J. THE WINNERS OF THE HANS CHRISTIAN ANDERSEN AWARD: A BIO-BIBLIOGRAPHY. 1970. 163 l. PN452.J23

Thesis (M.S. in L.S.)—Catholic University of America.

Photocopy of typescript.

A fully documented analysis of the ten winners, 1956–68, of the international Hans Christian Andersen Medals, awarded by the International Board on Books for Young People.

A preface presents the history of the organization and probes questions of the values and validity of such awards. Following this, biographical accounts list the works of each winner. For each of these ten authors and illustrators, the background works are also listed; a general bibliography cites books and articles related to the overall picture.

For acceptance speeches of the Andersen Medal winners and bio-critical pieces, *see* issues of *Bookbird*: Maurice Sendak (v. 8, no. 2, 1970: 6–7, 9); Gianni Rodari (ibid: 3–5); Scott O'Dell (v. 10, no. 2, 1972: 11–12); and Ib Spang Olsen (ibid: 12–17).

See also item 908.

International Federation of Library Associations. Sub-Section on Library Work with Children

546

AUS DER ARBEIT DER IFLA SUB-SECTION ON LIBRARY WORK WITH CHILDREN. 3 REFERATE [von Aase Bredsdorff und Eva Glistrup] [FROM THE WORK OF THE IFLA SUB-SECTION ON LIBRARY WORK WITH CHILDREN. 3 REPORTS] Berlin, Deutscher Büchereiverband, Arbeitsstelle für das Büchereiwesen, 1971. 46 p. (Materialien für Kinder- und Schulbibliotheken, 2) (Bibliotheksdienst, Beiheft 68) Z674.B6, Beiheft 68

Here in German are Aase Bredsdorff's "Report on Activities 1955–69" of the Sub-Section on Library Work with Children of the IFLA Section on Public Libraries (see *Guide*, *First Suppl.*, item 390) and Eva Glistrup's "Latest Developments in Danish Children's Library Service." Both papers were given at the IFLA meeting in Copenhagen in 1969. The third piece is a translation of the report earlier made about Denmark in *Library Service to Children*, v. 1 (see *Guide*, item 900).

For the Czech translation of Eva Glistrup's paper see entry under Jahrmann, Werner (item 740).

Conferences (annual)

1970: Moscow, USSR

547

Ray, Colin. IFLA SUB-SECTION ON LIBRARY WORK WITH CHILDREN. Congress, Moscow 28th August—Leningrad 7th September, 1970. YLG news, v. 15, spring 1971: 3–6. GR&B-CBS

The then chairman of the Library Association's Youth Libraries Group reports on discussions in papers and programs offered to children's librarians in their annual sub-section meeting within the International Federation of Library Associations.

He gives particular attention to three prepared papers: Nina B. Medvedeva's report on types of research conducted in the USSR into children's literature and children's libraries; Walter Scherf's description of the organization and services of the International Youth Library in Munich; and Mrs. T. Lukitschewa's paper on the aims of Soviet children's librarianship—"the development of Soviet patriotism, internationalism, materialist perception and high moral principles"— and the publishing of children's books.

Mr. Ray also summarizes the picture of children's libraries seen on visits to Moscow and Leningrad.

Mrs. Medvedeva gives a full report on the sub-section's activities, including the Moscow conference of 1970, in pages 69–85 of *Bibliotekovedenie i bibliografiia za rubezhom* (*Librarianship and Bibliography Abroad*) (SSR State Library, Moscow, 1971. Z671.B5813).

1971: Liverpool, England

548
ORGANIZATIONS OF PROFESSIONAL CHILDREN'S LIBRARIANS. International library review, v. 4, July 1972: 285–302. Z671.I64, v. 4

For the 1971 meeting in Liverpool of the IFLA Sub-Section on Library Work with Children, ten children's librarians of different countries prepared papers describing their professional organizations, following an outline prepared by Aase Bredsdorff and Lisa-Christina Persson which deals with membership, financial support, functions, relationship with other educational and book and media groups, and areas of potential development. Preceding these papers, Colin Ray offers a comparison of the contributions, which were submitted as follows: Belgium, C. Devos-Van Hoof; Denmark, Gudrun Paaske; Federal Republic of Germany, Werner Jahrmann; France, Geneviève Patte; Great Britain, Colin Ray; Norway, Emmy Reventberg Halvorsen; Sweden, Kerstin Nilsson; U.S.A., Ruth Tarbox; USSR, N. Medvedeva; and Yugoslavia, Branka Furlan.

1972: Budapest, Hungary

549
International Federation of Library Associations. *Sub-Section on Library Work with Children*. CHILDREN'S BOOKS; THE BEST OF THE BEST. EXHIBITION [FOR] 1972 INTERNATIONAL BOOK YEAR. Budapest, 1972. 52 p.
GR&B-CBS

Edited by Aase Bredsdorff for the sub-section. An unannotated exhibition catalog of books for children "up to approximately nine years of age" lists five to ten titles each for forty-five countries. Varying bibliographical data are supplied: some countries list publisher information, illustrators, and dates; some give publishers only; none cites pages.

For papers prepared for the sub-section's meeting in Budapest, see items 109, 776, 779, and 519, respectively by Virginia Haviland, Aranka N. Rácz, Balázs Vargha, and Walter Scherf.

See also item 548 and Helga Mach's report, *Referate in Liverpool 1971 und Budapest 1972* (Berlin, Deutscher Büchereiverband. Arbeitsstelle für das Büchereiwesen, 1972. 68 p. [Materialien für Kinder- und Schulbibliotheken,3] [Biblioteksdienst. Beiheft 87] Z674.B6. Beiheft 87).

1973: Grenoble, France

550
International Federation of Library Associations. *Sub-Section on Library Work with Children*. CONFERENCE PAPERS. Grenoble, 1973. 32 p.
GR&B-CBS

Mimeographed.

Papers delivered at the annual program of children's librarians in IFLA comprise "Children's Libraries in France" by Geneviève Patte (see item 610) and a set of shorter contributions on the reviewing of children's books. The latter include Aase Bredsdorff for Denmark, Irmgard Dressler for East Germany, Ruth Tarbox for the United States (a bibliography presented and augmented by Anne Izard), Simone Lamblin and Geneviève Patte for France, Sheila Ray for the United Kingdom, and Maria L'Abbate Widmann for Italy.

See Colin Ray's synthesis of the papers: "The Bibliographical Control of Children's Books"—bibliographies, book lists, and reviews in six countries: Denmark, France, the German Democratic Republic, Italy, the United Kingdom, and the United States—in *International Library Review*, v. 6, no. 3, July 1974: 253–291.

1974: Washington, D.C., U.S.A.

For publication of papers, see the July 1975 issue of *International Library Review*; for Mary Ann Wentroth's paper, see also the January 1975 issue of *Top of the News*. In the latter appear also two Canadian papers on the same theme of rural library service to children.

551

CHILDREN'S LITERATURE ABSTRACTS, no. 1+ May 1973+ [Birmingham, Eng.] Sub-Section on Library Work with Children of the International Federation of Library Associations. quarterly. Z1037.C5446

In each issue designated specialists provide abstracts of children's literature articles: on writing, illustrating, and publishing for children; authors and artists; book selection; and children's reading and library service.

Another serial publication, from the chairman of the sub-section, is an irregularly issued *Newsletter* (v. 1+ May 1972+). Its coverage includes news of the group's programs, projects, and publications; notices of UNESCO and other programs; and publishing of interest in the international children's library world.

552

International Federation of Library Associations. *Sub-Section on Library Work with Children.* LIBRARY SERVICE TO CHILDREN. 3. TRAINING. Prepared for the International Federation of Library Associations by the Sub-Section on Library Work with Children. Copenhagen, Scandinavian Library Center, 1970. 100 p. Z718.1.I6

Edited by Aase Bredsdorff, Lisa-Christina Persson, and Colin Ray.

The outline for a paper on training and papers from eighteen member countries of IFLA, distributed and discussed at a seminar held in Frankfurt am Main, August 16–17, 1968. Synopses on training of public librarians in general and of children's librarians; training in cooperation with other organizations; training in child psychology, book selection, children's literature, and reading guidance; and conclusions were dealt with under the leadership, respectively, of Willi Overwien, Branka Furlan, Phyllis Parrott, and Aase Bredsdorff.

Volume 3 has appeared also in German under the title of *Bibliotheksarbeit für Kinder* (1972, Z718.1.I59).

553
International Federation of Library Associations. *Sub-Section on Library Work with Children.* Professional literature on library work with children; prepared for the International Federation of Library Associations by the Committee on Library Work with Children. [Compiled by Annie Moerkercken van der Meulen and Oda le Maire] Rev. ed. The Hague, Bureau Book and Youth, N.B.L.C., 1972. 56 p.
Z718.1.I63 1972

English, French, German and Russian.
Errata slip inserted.

Nineteen countries (compared to the earlier fourteen) contributed to this partially revised as well as augmented edition (see *Guide, First Suppl.*, item 402). As before each member country of IFLA was limited to citations of works considered to be most important, which are related to children's books, reading, and libraries, and which include writing, illustrating, publishing, and book reviewing.

Available through the American Library Association.

International Institute for Children's Literature and Reading Research. Vienna

554
International Institute for Children's Literature and Reading Research. International press service, reading and children's books. Vienna. 6 issues yearly.
GR&B-CBS

A four-page international bulletin issued by the institute to provide advance notices of conferences, institutes, and exhibitions, as well as news and reports of recent activities, professional publications, and prizes, country by country.

555
Das Irrationale im Jugendbuch. Hrsg. von Richard Bamberger. Ergebnisse der Tagung: "Das Irrationale im Jugendbuch," Raach/Hochgebirge, 22.–27. August 1967. [The irrational in children's books. Compiled by Richard Bamberger. Results of the seminar on. . .] [Wien, Leinmüller, 1969] 128 p. (Schriften zur Jugendlektüre, Bd. 8)
PN1009.Z617

Bibliography: p. 120–128.

These eleven seminar papers, prepared for the Internationales Institut für Kinder-, Jugend- und Volksliteratur and the Österreichischen Buchklub der Jugend deal with the fantastic details in fairy tales, folklore, literary fantasies, nonsense, and science fiction, and their effects on children.

A 1969 seminar resulted in a compilation entitled *Trends in der modernen Jugendliteratur*, PN1009.A1T75, published in 1971. A 1970 gathering produced papers on the subject: *Erfolg und Wirkung der Lektüre*, Z1037.A1I77, published in 1971. An additional gathering of conference papers presented in 1971 has the subject *Die Lesesituation in Österreich*, Z1037.3.L5, published in 1972. From another seminar held later in 1971 came *Voraussetzungen und Grundlagen der Buchwirkung*, Z1037.A1I78, published in 1972. A 1972 congress offered papers entitled *Analyse, Interpretation und Kritik des Jugendbuches*, PN1009.A1I58, published in 1973. Of these five, the first and third collections are edited by Richard Bamberger, the second and fifth by Lucia Binder, and the fourth by Gertrud Pott.

International Research Society for Children's Literature

556

Frankfurter Kolloquium zur Jugendliteratur, 1969. JUGENDLITERATURFORSCHUNG INTERNATIONAL. SCHWERPUNKTE UND RICHTUNGEN. [The Frankfurt Conference on Children's Literature, 1969. RESEARCH ON INTERNATIONAL CHILDREN'S LITERATURE. BASIC PROBLEMS AND TRENDS] Hrsg. von Klaus Doderer. Weinheim, Beltz [1970] 140 p. (Jugendliteratur heute) PN1009.A1F67 1969

Summary in English.

Includes bibliographical references.

Forty-eight professionals from eight countries attended this conference. Their papers are devoted to psychological and sociological research concerning young readers, the so-called "classics" in children's literature, and the bibliography of children's books. An appendix contains a directory of participants and an introduction to the conference exhibition "Robinson and Robinsonades."

It was at this conference that plans were established for the International Research Society for Children's Literature.

See James Fraser's "International Research Meeting in Germany" (*Bookbird*, v. 9, no. 4, 1971: 41–42) for an account of the second meeting of the Society, in which fifteen countries were represented and more than 150 individuals participated.

557

Internationales Symposium für Kinder- und Jugendliteratur, *Frankfurt am Main, 1971.* BEITRÄGE ZUR KINDERLITERATURE UND LESERSOZIOLOGIE. [CONTRIBUTIONS TO CHILDREN'S LITERATURE AND THE SOCIOLOGY OF READING] Hrsg. von Klaus Doderer. [Frankfurt/M, Internationale Forschungsgesellschaft für Kinder- und Jugendliteratur (International Society for Research in Children's and Youth Literature), 1972] 155 p. PN1009.A1I53 1971

Papers on a variety of subjects related to children's literature (antiauthoritarianism, theater, nonfiction) given at the society's conference October 18–22, 1971. These precede a series of contributions from different countries about the state of its research in children's literature. As well as the German-language papers there are a few in English (by Gunnar Jakobsen for Denmark, Brian Alderson for Great Britain, Jo Tenfjord for Norway, Mary Ørvig for Sweden, and James Fraser for the United States). With specific works cited and bibliographies included as well as generalizing statements, the collection reveals a broad picture of interest in children's literature.

International Youth Library. Munich

558

Munich. Internationale Jugendbibliothek. ANNUAL REPORT 1973. Munich, 1974. 34 p. GR&B-CBS

An English-language issue of the year's report from this international library for which 1973 marked the silver jubilee.

Exhibitions appear to have a major emphasis; the annual international book fair in November is considered the high point of the year (this year's was the twenty-fourth). Also noted are the annual exhibit of the American contributions to the Margaret Scoggin Memorial Collection and the annual show of German Children's and Youth Book Awards and Honor List titles. Besides these, pointed out are the special "Read French—Learn French" and other national exhibitions, and traveling exhibitions such as "The Best of the Best."

Completing the picture of multifold activities and resources are summaries or lists of the Library's publications; seminars; readings by authors; press, television, and radio coverages; articles and journeys by staff; stipendiaries (studying at the Library for a month to four months); and brief reports for some of the reference sections.

559

Scherf, Walter. MORE THAN TWENTY YEARS, INTERNATIONAL YOUTH LIBRARY. [Moscow? 1970?] 9 l. GR&B-CBS

A mimeographed paper presented in Moscow by the director (since 1957) of the International Youth Library (IYL), Munich, to the Sub-Section on Library Work with Children, at the thirty-sixth session of the International Federation of Library Associations.

Surveying solid developments in holdings and services since the library's establishment under Jella Lepman in 1948, Mr. Scherf notes the bookstock in 1970 to be more than 150,000 volumes in over fifty languages, and that efforts are being made to enlarge and improve the collections systematically, with staff members today using twenty languages.

A new project described here is the "Minorities Programme," the publishing of a buying list for children's books in thirty languages, compiled with the help of specialists in and outside the IYL. The list has since been published as *Die Besten der Besten* (*see* item 514).

See also, "The International Youth Library (*Times Literary Supplement*, Oct. 3, 1968: 1126) and "House of a Hundred Windows: How It Happened," by Winnifred M. Crossley (*Horn Book Magazine*, v. 48, Dec. 1972: 616–620).

Loughborough International Seminar on Children's Literature

1970: Lochem, The Netherlands

A full report by Annie J. Moerkercken van der Meulen appears in *De Openbare bibliotheek*, v. 14, Nov. 1971: 378–418 (*see* item 667).

1971: Loughborough, England

560

Coughlan, Margaret N. INTERNATIONAL COURSE ON CHILDREN'S LITERATURE. Top of the news, v. 28, Jan. 1972: 131–132.

Z718.1.A1T6, v. 28

In this article Miss Coughlan discusses the 1971 Loughborough International Seminar on Children's Literature.

1972: Hindsgavl, Denmark

A report of the conference by Hans Peterson entitled "Barnet, boken, bibliotekarien" was published in *Bogens verden*, v. 54, no. 8, 1972: 533–535. Papers will be issued in 1975 by the Danish Library Association in Copenhagen as *Children's Literature and the Child*. *See also* Paul Heins's report, "Loughborough in Denmark," in *Horn Book Magazine*, v. 48, Oct. 1972: 431; and a more detailed account by Elva Young Van Winkle and Elizabeth B. Murphy in *Bookbird*, v. 10, no. 4, 1972: 49–51; and item 585 (from Denmark).

1973: Towson, Maryland

A report by Phyllis Parrott entitled "International Summer Seminar on Children's Literature, 1973" was published in *YLG News*, v. 17, winter 1973: 15–16. The following papers were published in *Horn Book Magazine*: "Pattern on a Wall," by Penelope Farmer (v. 50, Oct. 1974: 169–176, item 139); "Editors and Children's Book Writers: Two Sketches," by Robert Burch and Annis Duff (v. 50, June 1974: 249–255, and Aug. 1974: 409–415); "The Hazards of Translation," by Margaret K. McElderry (v. 49, Dec. 1973: 564–569, item 526); and Natalie Babbitt's "The Great American Novel for Children—And Why Not" (v. 50, Apr. 1974: 176–183, item 134).

1974: Bremen, West Germany

See report published in *Top of the News* for January 1975.

A lecture by Helga Mach on introducing picture books to children is related to the coauthored (with Werner Ullrich) *Zeig mir mal dein Bilderbuch. Das Bilderbuch—eine Hilfe im Gespräch zwischen Erwachsenen und Kindern* [*Show Me Your Picture Book. The Picture Book—a Help for Conversation between Adults and Children*] Stuttgart, Evang. Gemeindedienst [n.d.] 2 v. 22 p., 10 p.).

UNESCO

561

BOOK PROMOTION NEWS. no. 1+ Aug. 1973+ [Paris, UNESCO, Division of Book Promotion and Development] Z1003.B716

A newsletter issued by UNESCO's Division of Book Promotion and Development. Here presented is news of meetings, congresses, exhibitions, prizes, and publishing projects (e.g. the Asian Co-publication Programme for children's books for seventeen Asian nations.)

Newsletter no. 4 for September 1974 is primarily devoted to children's book publishing and promotion.

562

United Nations Educational, Scientific and Cultural Organization. INTERNATIONAL UNDERSTANDING THROUGH BOOKS FOR CHILDREN AND YOUNG PEOPLE. Bookbird, v. 8, no. 2, 1970: 23–27.

PN1009.A1B6, v. 8

A report summarizing discussions in an eleven-member meeting of experts in Paris, November 25–28, 1969, to examine the "role that various kinds of reading material can play in promoting better international understanding" (i.e. "among children and young people").

Seven specific recommendations were prepared for the "stimulus and guidance of action to promote the production and use of materials which make a positive contribution in this field."

563

United Nations Educational, Scientific and Cultural Organization. A WORLD OF CHILDREN'S BOOKS; A SELECTIVE INTERNATIONAL BIBLIOGRAPHY. LE MONDE DES LIVRES POUR ENFANTS; BIBLIOGRAPHIE INTERNATIONALE SÉLECTIVE. Paris, UNESCO, 1972. 148 p. Z1037.U54 1972

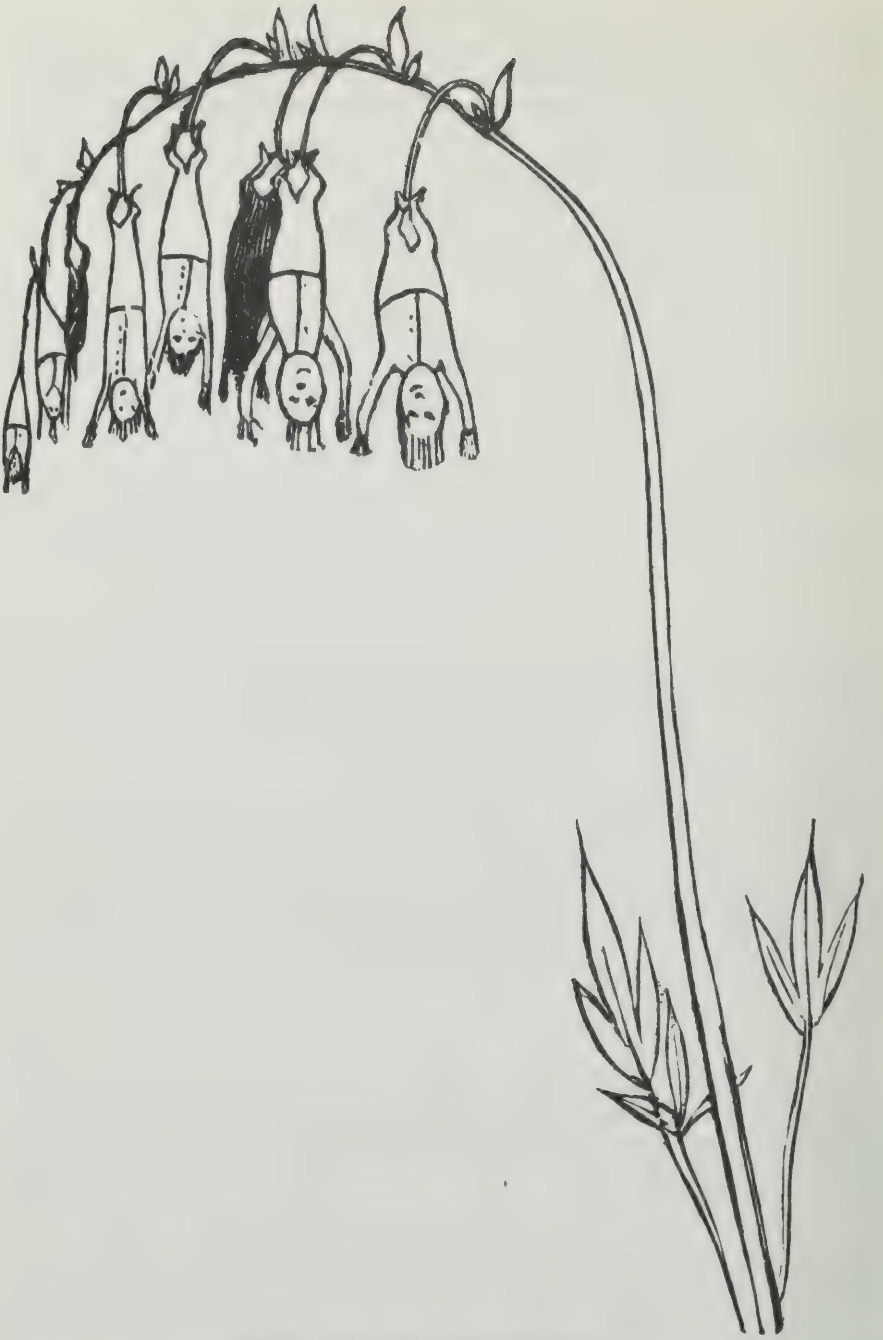
Electrostatic copy.

A valuable contribution to International Book Year compiled by specialists in fifty-seven member countries of UNESCO with the assistance of the International Federation of Library Associations (through the Sub-Section of Library Work with Children), the International Youth Library in Munich, and the International Institute for Children's, Juvenile, and Popular Literature in Vienna. Final selections were made in consultation with the UNESCO National Commissions concerned.

Up to ten titles per country are included, published "since 1965 for children up to approximately fourteen years of age, not including translations of foreign publications." Titles not in English or French are translated into English and French and brief synopses are also given in English and French.

Countries are represented for which listings are not widely available abroad: for example, a number of African nations, Egypt, Ireland, Iraq, Jamaica, Jordan, Sri Lanka, and Thailand.

See also items 459, 582, 894, and 903.



Manypeeplia Upsidownia.

"Manypeeplia Upsidownia" from Edward Lear's Nonsense Songs, Stories, Botany, and Alphabets. *Published in Boston in 1871 by James R. Osgood and Company.*

National Studies

WESTERN EUROPE

Austria

564

Bamberger, Richard. JUGENDLITERATUR UND BUCHPÄDAGOGIK. [CHILDREN'S LITERATURE AND PEDAGOGY.] Redaktion: Lucia Binder und Hubert Hladej. Zum 60. Geburtstag von Richard Bamberger. Wien, Jugend und Volk [1971] 120 p. (Pädagogik der Gegenwart, 901)
Z1037.B26

A selection of articles.
Bibliography of author's works: p. 111–[121]

An anthology of pieces written by the founder, in 1949, of the Austrian Children's Book Club, who is also editor of *Bookbird* and *Jugend und Buch* magazines. A foreword by Hermann Schnell surveys the growth of Dr. Bamberger's work and the following eight essays by the latter discuss various aspects of children's books and reading, including school books, and the book and audiovisual media. A 1949–70 chronological bibliography of Dr. Bamberger's papers cites their appearance in many periodicals. Separately cited longer works, by group, include anthologies, Book Club series, and writings on children's reading.

565

——— READING AND CHILDREN'S BOOKS; ESSAYS AND PAPERS, A COLLECTION OF REPRINTS. [Vienna, International Institute for Children's, Juvenile and Popular Literature, 1971] 108 p. Z1037.B263

A compilation of articles (a number reprinted from *Bookbird*) and addresses on children's literature and questions of children's reading produced by the director of the International Institute for Children's Juvenile and Popular Literature in Vienna (now named the International Institute for Children's Literature and Reading Research).

Among the pieces is "Children's Literature in Austria" (p. 56–76) which traces its limited history, notes that independent Austrian children's literature "first came about in the years following 1945" and reports that children's books began then to be translated from the American, English, and Russian. Winners of the two book awards (State Prize and City of Vienna) are listed for writing and for illustration. Leading authors are discussed.

566

Helga Aichinger. Bookbird, v. 8, no. 1, 1970: 68–70.
PN1009.A1B6, v. 8

A brief, anonymous piece of bio-criticism for this Austrian picture-book creator is accompanied by a list of her works (including such English-language editions as *The Shepherd*, *Bear Weather*, and *Jonah and the Great Fish*). A reproduction is shown from *Mein Lesebuch für das 2. Schuljahr* which won her a diploma at the 1969 International Biennale of Illustrations in Bratislava.

567

International Institute for Children's, Juvenile and Popular Literature. 1000 & 1 Buch. [A thousand and one books] Redigiert von R. Bamberger. Wien, Jugend & Volk, 1970. 96 p. Z1037.3.I58 1970

Annotated entries for a selection of titles from some six thousand children's books available in Austria. The titles are arranged by categories and within these by age groups, representing works which originated in German-language publishing and a broad inclusion of translated books.

See also item 555, for reports of conferences sponsored by the International Institute for Children's Literature and Reading Research (formerly the International Institute for Children's Juvenile and Popular Literature).

Denmark

Andersen, Hans Christian (1805–1875)

568

Brix, Hans. H. C. Andersen og hans eventyr. [H. C. Andersen and his tales] [København, Gyldendal, 1970] 235 p. (Gyldendals uglebøger) PT8119.B68 1970

A paperback work by a well-known Danish literary critic about the background of each of the early tales.

569

Grønbech, Bo. H. C. Andersen: levnedsløb—digtning—person-

LIGHED. [H. C. ANDERSEN: LIFE—WRITINGS—AND PERSONALITY] København, Nyt Nordisk Forlag Arnold Busck, 1971. 256 p. illus., ports. PT8119.G7

Bibliography: p. 253–[254]

In three parts, the book treats Andersen's life from childhood to the end of his life, analyses his various kinds of writings—novels, poems, plays, travel books, and tales—and reveals his personality with excerpts from autobiographical pieces.

Bibliography of works about Andersen; index to his works; portraits and facsimiles from manuscripts.

570

Heltoft, Kjeld. H. C. ANDERSENS BILLEDKUNST. [H. C. ANDERSEN'S PICTURE ART] [København] Gyldendal [1969] 108 p. illus., plate. NC275.A48H4

An artist's evaluation of Andersen's drawings and papercuts. Sixty-five of the 150 reproduced here had not been published before. With the inclusion of a comprehensive selection of quotations from the storyteller's letters, diaries, and other writings, the fruitful connection between his literary and artistic production is shown.

See also, Heltoft's *H. C. Andersens tegninger til Otto Zinck* ([Odense] Andelsbogtrykkeriet i Odense, 1972. 2 v. illus. NC986.5.Z56H44), a case containing some of Andersen's illustrations for his various writings—including travel sketches, fantasy drawings, collage, and papercuts. These are well reproduced, some with color.

571

Møller, Kr. Langdal. H. C. ANDERSEN: STREJFLYS OVER HANS LIV OG HANS DIGTNING. [H. C. ANDERSEN: GLIMPSES OF HIS LIFE AND WRITINGS] Helsingør, P. A. Andersens, 1968. 118 p. illus. PT8119.M54

Not a biography, but a short account intended to shed light on certain periods of Andersen's life and interpret his work to reveal his personality and prove how closely his life relates to and forms the basis for much of his writing. Illustrated with photographs and small sketches.

572

Odense, Denmark. H. C. Andersens hus. WITH HANS CHRISTIAN ANDERSEN AS OUR GUIDE THROUGH THE COLLECTIONS IN ODENSE. Published by Hans Christian Andersen Museum, Odense. [Translated by Mabel Dyrup. Drawings by Gustav Hjortlund] 3d ed. Odense Bys Museer [1970] 50 p. illus. PT8119.8.O313

Preceding a two-part annotated (chiefly quotations from Andersen) catalog of 197 exhibit items in two buildings— listed room by room—is a biographical introduction for the storyteller including the commemorative establishment, on the centenary of his birth, of a museum opened April 2, 1908, in the house traditionally identified as his birthplace. Also here are details of the collecting of material—personal possessions, letters, books, manuscripts, and records—the erection of a new adjoining house in 1930 to accommodate the very comprehensive library and collection of records, and the restoration of the house where Andersen lived as a child. Concluding sections of this catalog describe furniture, personal possessions, sculptures, and the Hans Christian Andersen library (Danish books plus works in sixty-seven different languages, the main part among the latter being Jean Hersholt's English-language gift).

573

Topsøe-Jensen, Helge G. Buket til Andersen; bemaerkninger til femogtyve eventyr. [A bouquet to Andersen; remarks on twenty-five tales] København, G. E. C. Gad, 1971. 326 p. PT8120.T58

The distinguished critic analyzes individually with specific details the background and qualities of writing of the twenty-five tales included. A two-part index lists references to works by Andersen and to personal names cited in the criticism.

See also in *Nattergalen. Den flyvends Kuffert.* [*The Nightingale. The Flying Suitcase*] (København, Nordlundes Bogtrykkeri, 1973. 64 p. illus. PT8117.N38 1973) notes by the same critic concerning the geneses and meanings of these tales.

General

574

Aspekter af børnebogen idag. [Aspects of children's books today] Redigeret af Per Olsen og Kari Schei. [København] Borgen [1974] 136 p. PN1009.A1A78

Proceedings from a seminar held at Nordens folkliga akademi, 1972. Includes bibliographical references.

Conducted in Danish, Swedish, and Norwegian, the seminar dealt with the quality of children's books, sexism, socialism, and realism in children's literature, and the marketing of children's books. Among the specialists participating were Kari Skønsbjerg of Norway and Kaija Salonen of Finland. Following these papers are statements from a panel of five authors speaking about their reasons for writing for children. Lastly, there are reports from four discussion groups which surveyed fantasy and realism, problems of children with speech defects, and the dissemination of children's and young people's books.

575

Børn, litteratur, samfund; kritiske analyser. [Children, literature, society; critical analyses] Af Pil Dahlerup [et al.] [København] Munksgaard [1972] 203 p. PN1009.D3B6

Bibliography: p. 203.

A collection of essays and lectures which discuss children's literature

From Blæsten, *written and illustrated by Ib Spang Olsen. First published by Gyldendal Copenhagen, 1963, copyright © Ib Spang Olsen 1963. Rights: International Children's Book Service, Gentofte, Denmark.*

in its relations to a classed society, including problems of realism and fantasy, comics and mass media (including Disney), socialist children's literature, and book distribution.

Swedish edition 1974.

576

BØRN OG BIBLIOTEKSMILJØER; FORSKELLIGE BIBLIOTEKSMILJØERS INDFLYDELSE PÅ BØRNS BIBLIOTEKSVANER. TILVALGSOPGAVE FOR STATISTIK-OG LABORANTKURSUS VED KØBENHAVNS UNIVERSITETS PSYKOLOGISKE LABORATORIUM. [CHILDREN AND THE LIBRARY MILIEU; THE INFLUENCES OF VARIOUS LIBRARY MILIEUX ON CHILDREN'S LIBRARY HABITS. A PROJECT FOR A STATISTICAL AND LABORATORY COURSE AT THE UNIVERSITY OF COPENHAGEN'S PSYCHOLOGY LABORATORY] Af Kirsten Bengtsen [et al.] København, 1970. 104 [89] l. Z718.1.B62

The results of an investigation carried on by third-semester university students who sought to substantiate a theory that different libraries exert different influences on the children who frequent them. The attractiveness and effectiveness of libraries are considered in terms of the variety of their offerings, distances from home to library, and personal factors of home life and school achievement.

577

BØRNBOGER 1972. [CHILDREN'S BOOKS 1972] [Katalogen er udarbejdet af Grete Auring, Kirsten H. Madsen, og Marianne Poulsen. n.p.] Bibliotekscentralen, 1972. 55 p. illus. GR&B-CBS

Prepared for International Book Year by the Danish Section of the International Board on Books for Young People.

An attractively illustrated, annotated, and classified list of contemporary books in Danish for children and young people—fiction, picture books, anonymous rhymes, fairy and folktales—including many books originating in other languages and translated into Danish.

Author-title index (p. 49–55).

578

Bredsdorff, Aase. LIBRARY SERVICES FOR CHILDREN. Scandinavian public library quarterly, v. 7, no. 2, 1974: 48–52. illus. Z822.S35, v. 7

An illustrated article describes the development of public and school library services for children from the first Danish Public Libraries Act of 1920, through its various amendments related to support, book stacks, audiovisual materials, and cultural arrangements (development toward becoming "houses of culture"). Finally, note is made about instruction in children's literature and library work with children in the School of Librarianship and advanced extension courses.

579

Buttenschøn, Ellen. LAURA INGALLS WILDER. BONDEKONEN, DER BLEV DIGTER. [København] Gyldendal [1971] 123 p. PS3545.I342Z59
"Emnehaefter til Børne- og ungdomsbøger."
Bibliography: p. 122–[123]

Intended to provide "educational material" for teachers studying children's literature, this literary analysis and biographical treatment of Laura Ingalls Wilder is a tribute to the American author, whose books were published 1932–42 in the States and 1956–62 in Denmark. In her article "A Danish Book About Laura Ingalls Wilder" (*Bookbird*, v. 20, no. 2, 1974: 20–28), the author says, "Danish children quickly gave the series an affectionate, collective title: 'The Laura Books.' " Tribute is paid here also to the translator, Ellen Kirk, for so precisely recreating tone, atmosphere, and details of setting.

Includes the map of the pioneer journey, portraits, reproductions of a Garth Williams illustration and the Laura Ingalls Wilder Medal designed by him.

580

CECIL BØDKER. Bookbird, v. 12, no. 3, 1974: 9–13.
PN1009.A1B6, v. 12

A bio-critical and bibliographical essay on the Danish author who was "highly commended" for the 1974 Hans Christian Andersen Medal for writing. A winner of prizes for her adult works (poetry, short stories, novels, and plays), her first children's book *Silas and the Black Mare* (with two sequels) won "the only prize for children's literature ever given by the Danish Academy" and also the Danish Ministry of Culture's Children's Book Award—both in 1967.

The piece also describes how Mrs. Bødker on invitation went to

Ethiopia and wrote *The Leopard*, published there in 1970 for young readers, with a collection of short stories to follow, also about an Ethiopian boy.

List of references; list of the children's books (with translations).

581

Clausen, Egon. DANSK BØRNELAERDOM. [THE TEACHING OF DANISH CHILDREN] [København] Røde Hane, 1974. 110 p. illus. Z1037.8.D4C55

Includes bibliographical references.

A discussion of the effect of "trivial literature" (comic books), textbooks, the children's book industry, schools, and libraries on children's thinking. It raises the question of whether these influences are intended to promote political theories or to protect the child.

582

CONTRIBUTIONS MADE TO THE SEMINAR AT SKARRILDHUS, SEPTEMBER 1970, ON LITERATURE FOR CHILDREN AND YOUNG PEOPLE AS A MEANS OF PROMOTION OF INTERNATIONAL UNDERSTANDING. [Copenhagen?] Danish UNESCO Schools Project, 1970. 89 p. PN1009.A1C65 1970

Cover title: Seminar in Denmark on literature for children and young people as a means of promotion of international understanding.

Includes bibliographical references.

Seminar papers from the third in a number of conferences held in Denmark on the subject of promoting international understanding through literature for children and young people. Information is provided by representatives from Iran and Ghana as well as Europe, and from publishers and writers as well as educators and librarians. A preface by Kamma Struwe and K. E. Haubert-Tychsen notes that the basis for the seminar was a report from a 1969 UNESCO meeting. A list of six recommendations relates to UNESCO's translation program, the possibility of national prizes for books which promote international understanding, the encouragement of more widespread teaching of children's literature and research in cross-cultural and comparative studies in children's literature, and the production of reading material for handicapped, disadvantaged, and minority group children.

583

Copenhagen. STATENS PAEDAGOGISKE STUDIESAMLING. Beretning. [København] annual. LB1755.D4C6

The 1970 annual report from this state pedagogical research center contains a full bibliography of works received by the center in 1970 plus an account of its own compilations, other publications, statistics, exhibitions, and personnel and also an article by the director, Vibeke Stybe. Here she describes the services offered by its international collections of children's books and reference sources related to children's literature.

584

Danmarks skolebibliotekarforening. Skolebibliotekernes indretning og virksomhed 1970. Rapport. [School library organization and activities, 1970. A report] [n.p.] 1970. 15 p. Z675.S3D32

A committee of school librarians, one of several in the association, reports on purposes, activities, and organization of Danish school libraries as seen in 1970. The survey behind the report was undertaken because of the recent increased growth in the variety of media resources at the disposal of schools and the need for centralized facilities for servicing them; it gives practical guidance for selection and use.

585

Danish Librarians' Association. *Children's Librarians' Specialist Group. Committee on the Objectives of the Children's Library of the Future.* Report. Scandinavian public library quarterly, v. 3, no. 3/4, 1970: 155–167. Z822.S35, v. 3

An offprint of a report on "The Children's Library of the Future," which is the result of increased offerings in children's libraries of a broad range of activities and the use of new, nonbook materials "to a growing extent on an equal footing with books." The committee stresses that the children's library should not have to serve as a day care center, but should be a stimulating place for both manual and intellectual activity. A point of view is expressed on many specific elements of children's library work: staff, program activities, and acquisition of print and nonprint materials.

The report served as the basis for group discussions at the "Loughborough" International Seminar in Children's Literature held at Hindsgavl, Denmark, summer 1972.

A German translation is available from the Arbeitsstelle für Bibliothekswesen in West Berlin.

See also in this inter-Scandinavian, English-language journal Sus Rostrup's fully illustrated article, "New Forms of Activities in the Danish Children's Libraries" (v. 5, no. 4, 1972: 82–87). Here this children's adviser at the Danish Library Bureau, Copenhagen, reinforces the philosophy of the above committee report. In the same issue appears another lavishly illustrated piece (p. 92–100) "Children's Library—Children in Focus— Children's Centre," in which Lis Krumbach, children's librarian in a Copenhagen suburb, describes the program in a "unique" children's center.

586

Jakobsen, Gunnar. School libraries in the Scandinavian countries. Bookbird, v. 9, no. 2, 1971: 12–18. PN1009.A1B6, v. 9

An associate professor at the Royal Danish School of Educational Studies traces with specific details the development of Scandinavian school libraries which began "about 1920" and, he states, have gone farthest in Denmark and Sweden. He views the aims for today's "media centres containing both printed and non-printed materials" as being to provide for the pupil "a collection of material to supplement classroom teachings" and to attempt to teach independence in the acquisition of knowledge. Characteristically the school library is decentralized, a central collection being supplemented by collections in the classrooms.

The Danish Library Act of 1964 is seen to have transferred school libraries as an integral part of the minicipal school system to the authority of the Ministry of Education, thus detaching them from their earlier public library support. (The same new act calls for public libraries to be mandatory and open to everybody in the country.)

Further discussion deals with training for librarianship and monetary support of school libraries in Norway, Sweden, and Denmark, including the payment of teacher-librarians whose classroom hours are reduced.

587

——— SKOLEBIBLIOTEKET—ET MEDIACENTER. [THE SCHOOL LIBRARY—A MEDIA CENTER] [København] Munksgaard [1970] 164 p. illus.

Z675.S3J24

Bibliography: p. [151]–[162]

An attempt, in a textbook for the study of school librarianship, to provide an overall presentation of ideas, sometimes controversial, concerning the functions of the school library with its new image as a media center—based on principles which the author has been advocating orally for many years.

588

Nelson, Karen. CONTEMPORARY DANISH CHILDREN'S AUTHORS AND ILLUSTRATORS. Top of the news, v. 29, Jan. 1973: 133–145. illus.

Z718.1.A1T6, v. 29

A Danish-reading librarian (curator of the Kerlan Collection for research in children's books at the University of Minnesota), a scholar and frequent visitor to Denmark, describes the situation of children's literature today in Denmark. Author and illustrator royalties, stipends, awards, competitions, extensiveness of libraries, and bookstores are surveyed in their relation to the creation of books. Attention then focuses on major contributors to contemporary children's literature. Says the writer of this piece, "No Danish author or illustrator makes a living exclusively from his children's books," and again, "Picture books have been Denmark's most significant contribution to the field of children's books in the twentieth century." She includes among the twenty-one outstanding writers surveyed Erik Haugaard whose books, written in English, are first published in the United States and, among the illustrators, Ib Spang Olsen, Andersen Medal winner.

589

Stybe, Vibeke. FRA ASKEPOT TIL ASTERIX. BØRNEBOGEN I KULTURHISTO-

RISK PERSPEKTIV. [FROM CINDERELLA TO ASTERIX; CHILDREN'S BOOKS IN A CULTURAL-HISTORICAL PERSPECTIVE] [København] Munksgaard [1974] 267 p. illus. PN1009.A1S87 1974

First-2d ed. published under title: *Fra Askepot til Anders And.*

Bibliography: p. 232–258.

With a new title, this revision brings up to date the historical study of Western children's literature, first published in 1962 (see *Guide, First Suppl.*, item 412, for the 4th ed., rev. and enl., 1969).

A Swedish edition, *Från Snövit till Snobben. Barnbokens Ursprung och Utveckling* (*From Snow White to Snoopy; the Origin and Development of the Children's Book*) is edited by Lars Furuland and Stefan Mählqvist (Stockholm, Wahlström & Widstrand, 1970), from the Danish 1970 edition. This has a much longer, classified international bibliography of sources (p. 226–253).

590

——— HISTORIEN OM STRUWWELPETER ELLER DEN STORE BASTIAN. København, Gyldendal, 1971. 97 p. illus. PN1009.A1S874

"Emnehaefter til 'Børne- og Ungdomsbøger.'"

Bibliography: p. 94–[95]

In a special issue of the serial *Children's and Youth Books*, the director of the State Pedagogical Research Center in Copenhagen discusses the history of the German classic known in Denmark as *Den store Bastian*.

See also item 595.

Finland

591

International Board on Books for Young People. *Finnish Section*. FINNISH CHILDREN'S AND YOUTH BOOKS. Helsinki, 1973. 28 p.
GR&B-CBS

Compiled by librarians Vuokko Blinnikka, Kaija Salonen, and Kari Vaijärvi.

A preface by Kaija Salonen relates to current trends this list of twenty-five new books published 1970–72. Here is a rejuvenation of picture and storybooks into "modern picture-tales" with the advent of the 1970s (though, she states, new picture books originating in Finland are limited by the high cost of printing). The greatest scarcity in original production is seen in books for the age group seven through eleven, for whom "books in translation are heavily relied upon." The "main stress has shifted instead to books for young adults, or the over-twelves" in a realistic presentation of personal and social problems.

A postlude by Kerttu Manninen describes a recent contribution made by young writers responding to a competition for those under nineteen. By the end of 1973 more than sixty books will have been published from the approximately two thousand manuscripts received in four years, from an under-twelve group and three older groups representing "twenty-four month periods."

592
Lappalainen, Irja, *comp.* UNGDOMSBOKEN I FINLAND FÖR OCH NU. [YOUNG PEOPLE'S BOOKS IN FINLAND, THEN AND NOW] Helsingfors, Otava [1970] 60 p. illus. PN1009.F5L3

Based on but not identical with a longer work in Finnish (*Guide, First Suppl.*, item 434), this is intended to provide Swedish, Norwegian, and Danish readers with a picture of this Finnish literary scene. It contains essays by five persons on "From Topelius to Tove Jansson," Finnish-language children's literature; Finnish-language literature for young people; the Finnish National Section of the International Board on Books for Young People; and the Finnish Association of Writers for Young People.

593
Lehtonen, Maija. 1960-LUVUN SUOMALAINEN NUORISOROMAANI; TEEMOJA JA STRUKTUUREJA. [THE FINNISH JUNIOR NOVEL OF THE 60S; THEMES AND STRUCTURES] *In* Kirjallisuudentutkijain Seuran vuosikirja. *In* L'Annuaire des historiens de la littérature. 25. Helsinki, Suomalaisen Kirjallisuuden Seura, 1971. p. 72–107. PN509.K5, 25

Bibliographic references included in notes (p. 105).

A university teacher discusses, first, various themes of the contemporary young novel in Finland: rapport between children and parents, love, the quest of self, sex roles, ideologies, and societies. Basing her study on an analysis of forty-five young novels (list included) chosen from the publications of 1959–69, the writer notes that as always these books are more or less didactic, without being directly moralizing.

Secondly the piece analyzes narrative and stylistic techniques—structure, interior monologue, shift of point of view, symbolism, colloquialism and slang, and the plot with open end or unhappy end.

Resumé in French.

An English-language summary appears in *Bookbird* (v. 9, no. 1, 1971: 11–12).

See also item 391 for this professor's analysis of points of view toward research in children's literature.

594
Suomen Kirjastoseura. SUOMALAISIA LASTEN- JA NUORTENKIRJAILIJOITA. [FINNISH AUTHORS FOR CHILDREN AND YOUNG PEOPLE] v. 1+ [Helsinki, 1972]+ PN1009.F5S9

The first in a series published by the Finnish Library Association, for use in libraries, schools, and homes, this is a biographical dictionary of twenty-nine writers including Bo Carpelan, Tove Jansson, Merja Otava, Lilius Sandman, and Oili Tanninen.

595

Vaijärvi, Kari. LAPSI JA KIRJA. LASTEN- JA NUORTENKIRJALLISUUDEN OPAS. [THE CHILD AND THE BOOK. GUIDE TO CHILDREN'S AND YOUNG PEOPLE'S LITERATURE] Helsinki, Weilin & Göös [1972] 338 p. Z1037.V25
Bibliography: p. 321–329.

A basic coverage of children's books available in Finnish, intended as a text for courses in children's literature. The substantial work, its chapters by various contributors, covers comic books and textbooks as well as the usual history with special chapters on Swedish, Norwegian, and Danish children's literature and a broad final international survey by Kaija Salonen. The extensive, twenty-five-part related bibliography is also international.

See also item 586.

France

596

Brooks, Peter, *ed.* THE CHILD'S PART. [New Haven, Yale University, 1969] 169 p. illus. (Yale French studies, no. 43) DC1.Y3, no. 43

An issue of this scholarly serial (published twice a year) focuses on children's literature in France, though not exclusively. Peter Brooks's foreword notes that "the child's part is a vast and rich subspecies of literature, attention to which can illuminate culture, society, and literature itself."

Twelve freshly probing papers follow: Peter Brooks, "Toward Supreme Fictions" (the meaning of "children's literature"); Philippe Ariès, "At the Point of Origin" (Perrault); Marc Soriano, "From Tales of Warning to Formulettes: the Oral Tradition in French Children's Literature" ("warning tales" being such as "Little Red Riding-Hood" and the "formulette," the nursery rhyme); Marthe Robert, "The Grimm Brothers"; Isabelle Jan, "Children's Literature and Bourgeois Society in France Since 1860"; Esther S. Kanipe, "Hetzel and the Bibliothèque d'Éducation et de Récréation" (Hetzel, the nineteenth-century French publisher with a primary interest in children's literature); Marion Durand, "One Hundred Years of Illustrations in French Children's Books" (Froelich, Bennett, Doré, de Brunhoff, and the Père Castor books, particularly); André Winandy, "The Twilight Zone: Imagination and Reality in Jules Verne's *Strange Journeys*"; Jean Chesneaux, "Jules Verne's Image of the United States"; Jacqueline Flescher, "The Language of Nonsense in *Alice*"; Michael Holquist, "What is a Boojum? Nonsense and Modernism"; and Richard Howard, "Childhood Amnesia; for Laurent de Brunhoff" ("The French do not have children; Or childhood. What they have . . . is infants. And infancy").

597

200 LIVRES NOUVEAUX: SÉLECTION 1970. Bulletin d'analyses de livres pour enfants, no. 22, Dec. 1970: 7–9, 11–14, 16–19, 21–22. GR&B-CBS

The magazine's critics' choice from "1200 books published during the last year." The titles, arranged in a class order (picture books, stories and poetry, novels, and nonfiction) are, within these groups, listed by publisher. They are briefly annotated, with age levels indicated, and are keyed to reviews already published in the *Bulletin*. Clearly revealed is the large extent of translated works.

Succeeding annual lists have appeared in December issues: for 1971 (November 1970 to November 1971) 250 titles; for 1972, 275 titles; for 1973, 310 titles; and for 1974, 332 titles.

The committee's selection began with a basic list of 1200 titles in 1969.

598

Dubois, Raoul, *and* Jacqueline Dubois. JOURNAUX ET ILLUSTRÉS. [Paris] Gamma [1971] 96 p. illus. (Nos enfants et nous, 12) PN4835.D83

Magazines for children are examined and analyzed in a work designed to answer the questions of parents. Among matters discussed are content (cowboy, Indian, jungle, war, humor), the reactions of children to the various magazines (favorite heroes), and the monopoly of the market by fifty-two editors who publish 250 seemingly different titles.

599

Dumont, Jean L. MARCEL AYMÉ ET LE MERVEILLEUX. Paris, Debresse [1970, c1967] 217 p. PQ2601.Y5Z65

Bibliography: p. 187–204.

An analysis of Aymé's writing of fantasy, prefaced with a biographical sketch of this French novelist whose classic *Contes du chat perché*, written for his granddaughter, has been published in the United States as *The Wonderful Farm* and *The Magic Pictures*. The study notes that Aymé's intent in fantasy was to induce laughter, with graceful moralizing, and relates its conception to the influence of legends and Christian miracles.

600

L'ENFANT ET LES IMAGES; SÉLECTION INTERNATIONALE DE LIVRES ILLUSTRÉS: [EXPOSITION] 23 OCTOBRE 1973 AU 15 JANVIER 1974, MUSÉE DES ARTS DÉCORATIFS, PALAIS DU LOUVRE, PAVILLON DE MARSAN. [n.p., 1973?] 21 p. illus. (part col.) NC965.E53

Cover title.

"Exposition organisée par le Musée des arts décoratifs de Lausanne, le Musée des arts décoratifs et le Centre de creation industrielle, Paris." "Extrait de la revue CREE, no 24."

An international exhibition catalog of 332 modern children's books, illustrated with thirteen black-and-white reproductions and eleven in full color. Together with publishing details for each book cited, the country of the artist (complete address for some) and an identification of professional activities or study is provided.

In "Images d'aujourdhui pour les d'avenir" Gilles de Bure discusses texts and art in psychological and philosophical terms. Following this, brief statements are made by publishers Denys Prache, François Ruy-Vidal, Herb Lubalin, and Jean Fabre; by library director Geneviève Patte; by artists André François, Nicole Claveloux, and Bernard Bonhomme; and museum director Yolande Amic.

601

LES EXIGENCES DE L'IMAGE DANS LE LIVRE DE LA PREMIÈRE ENFANCE. [THE NEED FOR PICTURES IN BOOKS FOR EARLY CHILDHOOD] [Sous la direction de Denise Escarpit] Paris, Éditions Magnard [1973] 217 p. (Collection Lecture en liberté) Z1023.E88

Proceedings of a seminar organized by the Institut de littérature et de techniques artistiques de masse of the Université de Bordeaux III, held Apr. 14–15, 1972.

Includes bibliographical references.

Well-known critics discuss such topics related to children's book illustration as "L'Éducation esthétique est-elle possible par l'album?" (Janine Despinette) and "Importance des premières images sur la sensiblilité des tout-petits enfants" (François Faucher). François Ruy-Vidal contributes "Philosophie d'un jeune éditeur 1972."

602

Grenier, Christian. JEUNESSE ET SCIENCE FICTION. Paris, Éditions Magnard [1972] 122 p. (Collection lecture en liberté) PN3448.S45G75

Bibliography: p. [123]–[124]

The author discusses science fiction, pointing out its natural appeal to young people (illustrating this with examples of the kinds of science fiction a class of twelve-year-olds wrote) and commenting on themes and collections. Noting that little science fiction has been produced for the young in France, he concludes his essay with a plea that some be written. His selective bibliography comprises mainly translations, with works for fourteen- to sixteen-year-olds predominating.

Bibliographic details are given; entries are graded and evaluated as to content and style of treatment.

603

International Board on Books for Young People. *Section française.* DICTIONNAIRE DES ÉCRIVAINS POUR LA JEUNESSE: AUTEURS DE LANGUE FRANÇAISE. [Paris, Seghers, 1969] 214 p. (Dictionnaire Seghers)

Z1037.2.I5

A biobibliographical dictionary, with brief statements, for French or

French-language authors of books for young people. Owing to occasional lack of response to the request for information, some authors are omitted (e.g. Maurice Druon).

Appendixes include lists of prizewinners; index of translations (by language and then by author, p. 137–214, Druon's *Tistou and the Green Thumb* missing); and a list of series.

604

Jan, Isabelle. FRENCH CHILDREN'S CLASSICS: TRADITION IN A NON-TRADITIONAL AGE. Wilson library bulletin, v. 47, Oct. 1972: 162–171.
Z1217.W75, v. 47

A "thoughtful" essay, says Clifton Fadiman (item 15), from which one gets "the impression that the world of children's literature has been relatively unstirred by the winds of change" and "tradition is dislodged only with difficulty."

The critic, author of *Essai sur la littérature enfantine* (see *Guide, First Suppl.*, item 444; *see* item 509 for the English translation of the 1973 revised edition) and "Children's Literature and Bourgeois Society since 1860" (item 596), focuses chiefly on the *Magasin d'éducation et de récréation*, produced by Hetzel who became a century later the "French Newbery"; *La Bibliothèque rose*, a series (still existing) created by Madame de Ségur; Paul Faucher's some 300 *Albums du Père Castor*; and Jean de Brunhoff's 1930 *Babar le petit éléphant* with sequels. There is reference to the period 1870–1914 with its "A Surge of—Rubbish!" Recent authors cited are Marcel Aymé, Joseph Kessel, and Colette Vivier.

The commentary is summed up: "French children's literature, which includes so many masterpieces of the rarest and most remarkable kind . . . does not constitute a literature in the strict sense . . . it has neither continuity nor traditions."

See also the critic's "La Critique des livres pour enfants" (*Bulletin d'analyses de livres pour enfants*, no. 39, Sept./Oct. 1974: 9–12) in which this professor of children's literature discusses three types of criticism.

605

Joie par les livres (Association). LES LIVRES D'IMAGES, UNE SÉLECTION. [PICTURE BOOKS, A SELECTION] [Clamart?] L'Association [1974] 40 p. illus.
Z1037.2.J64

Cover title.

Includes index.

Compiled by the staff of La Joie par les livres, children's library in Clamart (Paris). The fully illustrated listing of 450 picture books, with minimum bibliographical details and short annotations, arranges them by levels: first books, discovery reading (children, animals in nature, humanized animals, traditional fairy tales, make believe, and humorous books), and the age of reason (books about daily life, folktales, and the imaginary).

606

Lerme-Walter, Marcelle. L'HUMOUR ET LA LITERATURE ENFANTINE.[HUMOR AND CHILDREN'S LITERATURE] Bulletin d'analyses de livres pour enfants, no. 24, June 1971: 7–12, 14–16, 18. GR&B-CBS

A substantial article analyzes humor in books read by children: "L'Humour, phénomène complexe" (examples—*The Judge*, *Where the Wild Things Are*, *The Moomins*, Gulliver, Dickens, and Twain), "Les Humeurs. Une galerie d'excentriques" (*Stalky and Company*, *Dr. Dolittle*, *The Hobbit*, *The Moomins* again, and *Babar*), and "L'Humour et le nonsense" (*Alice's Adventures in Wonderland*, *Through the Looking Glass*, and Lear's *Nonsense Book*). A bibliography of these and other titles cited is appended.

The author contemplates the writing of two further chapters: "Les Humours dits 'engagés' " ("Humorous sayings in action"), and "L'Humour, moyen pour l'écrivain d'entrer de nouveau dans son enfance" ("Humor as a means for a writer to reenter his childhood").

607

LES LIVRES POUR LES ENFANTS [par] Christiane Abbadie-Clerc [et al.] Paris, Éditions ouvrières [1973] 293 p. (Collection Enfance heureuse)

Z1037.2.L58

Bibliography: p. 290–291.

This examination and analysis of French children's literature, introduced by Jacques Charpentreau, includes essays on book production and promotion, various genres, criticism, writing, and books translated into French. These are grouped in four large areas: "Un produit de consommation: le livre pour enfants"; "Une littérature multiforme"; "Pour favoriser la rencontre du livre et des jeunes lecteurs"; "Les problèmes de la critique." Among the contributors are Raoul Dubois, Isabelle Jan, Simone Lamblin, Geneviève Patte, Colette Vivier, and Anne Pellowski. The volume also includes a list of titles (French and translated) recommended for a children's library.

608

Londeix, Georges. LE PETIT CHAPERON ROUGE DE PERRAULT. [Paris] L'Herne [1970] 172 p. illus. (Collection Glose) PQ2672.O54P4

Text and commentary on opposite pages.

A scholar's exegesis, line by line, and sometimes word by word, with frequent references to other Perrault analysts. Critical explanations include an outline of tale structure and a table of substantives and paraphrases.

609

Parel, J. ROMANS HISTORIQUES. [HISTORICAL NOVELS] Bulletin d'analyses de livres pour enfants, no. 24, June 1971: 19–21, 23–24, 26–30.

GR&B-CBS

The author, a history professor, has analyzed forty examples of historical fiction for children ten to fourteen into two groups: with background from prehistory to the French Revolution, and history after 1789.

The text considers in turn the titles cited in a concluding bibliography, in which the author points out the books he considers most valuable.

610

Patte, Geneviève. CHILDREN'S LIBRARIES IN FRANCE. Bookbird, v. 12, no. 3, 1974: 43–49; v. 13, no. 2, 1975: 22–36. PN1009.A1B6, v. 12, 13

The director of La Joie par les livres, children's library at Clamart, analyzes the development of libraries for children in France; she sees a present and rapid change, though the current situation of school libraries is still "very mediocre." As problems which have hindered growth, she cites the limited development of public libraries in general and the imbalance of time in the long school day which leaves a child "too often tied exclusively to the textbook." Although more persons are now choosing children's librarianship, she considers professional training insufficient and having serious effects on progress, as does the lack of a handbook on children's librarianship. However, since 1969, La Joie par les livres has supported courses in book selection, produced a list of books recommended for the children's library, and issued *Bulletin d'analyses*, a quarterly book review bulletin (see *Guide, First Suppl.*, item 440).

See also this librarian's "La Lecture des enfants" (*Bulletin d'analyses de livres pour enfants*, Sept./Oct. 1970: 35–40) for her published speech on the objectives of the children's library and the means of accomplishing them.

See also item 509 for Isabelle Jan's *On Children's Literature* (translated from the 2d ed. [PN1009.A1J43 1973] of item 444 (*Guide, First Suppl.*) and item 210 for a bibliography of works by René Guillot.

German Federal Republic

611

Arbeitskreis für Jugendliteratur. JUGENDLITERATUR IN EINER VERÄNDERTEN WELT. [Redaktion: Karl Ernst Maier] [CHILDREN'S LITERATURE IN A CHANGING WORLD] Bad Heilbrunn/Obb., J. Klinkhardt, 1972. 165 p. (*Its* Jahrbuch, 1) Z1037.A65a, no. 1

The collected lectures from seminars and meetings of the Arbeitskreis.

Includes bibliographical references.

The Arbeitskreis für Jugendliteratur, an association of organizations, institutions, and individuals interested in children's literature, serves as the West German National Section of IBBY (International Board on

Books for Young People). This, its first yearbook, contains lectures and papers given in meetings held in two recent years covering such subjects as "Anti-Authoritarian Children's Literature" by Birgit Dankert, "Poetry for Children Yesterday and Today" by Hans-Joachim Gelberg, "Social Political Trends in Modern Children's Books" by Margarita Beitl, and others. An appendix describes the work and publications of the Arbeitskreis für Jugendliteratur.

A second yearbook, entitled *Jugendliteratur und Gesellschaftliche Wirklichkeit*, has been published in 1974.

612

Baumgärtner, Alfred C. Perspektiven der Jugendlektüre; Beiträge zur Leseerziehung. [Perspectives on young people's reading; contributions on education] Weinheim, J. Beltz [1969] 144 p. (Beltz Monographien. Kinder- und Jugendliteratur) LB1573.B373

Essays and published lectures on children's literature and reading cover picture books and education, young people and their books, children's books and education in language, reality in children's literature, modern fiction, and children's books in research and teaching.

Bibliographical notes and references (p. 133–143).

An enlarged second edition, published in 1973, contains three new articles by this professor: "About Historical Research in Children's Literature," "Books and Education," and "Children's Books and Social Reality"—with bibliographical notes and references (p. 161–176).

613

Becker, Jörg. Racism in children's and young people's literature in the Western world. Journal of peace research, v. 10, no. 3, 1973: 295–303. AS9.J6, v. 10

In a special issue: Peace Research in the Federal Republic of Germany.

A West German critic examines literature for young people—chiefly German books—for evidence of racism today. His underlying thesis is that literature for the young reflects social and cultural values of a given society (the ideologies, prejudices, and clichés) and discloses a state of mind better than do books for adults.

His survey of treatment of the Negro-African and Afro-American leads to his conclusion that youth books today are not markedly different from *Uncle Tom's Cabin*. He finds that "racism cannot be found in the overt text very often today" but the literature is still racist "because it does not concede to the coloured people a value system of their own."

International bibliography (through 1971), including theses.

Summary in English and Russian.

614

Benson, Renate. Erich Kästner: Studien zu seinem Werk. [Erich

KÄSTNER: STUDIES OF HIS WORK] Bonn, Bouvier, 1973. 145 p. (Studien zur Germanistik, Anglistik und Komparatistik, Bd. 18)

PT2621.A23Z572 1973

Originally presented as the author's thesis, McGill University, Montreal, 1970.

Bibliography: p. 142–145.

The author points out connections and similarities between the three seemingly different parts of Erich Kästner's entire work: his applied lyrics, novels and satires, and writing for children. His children's books are evaluated in a special chapter which endeavors to point out literary, psychological, and pedagogical reasons for their success. This study is related to an earlier, basic literary-pedagogical study by Kurt Beutler: *Erich Kästner. Eine literaturpädagogische Untersuchung*. (Weinheim, Beltz [1967] 336 p. [Marburger pädagogische Studien, n. F., Bd. 1] PT2621.A23Z573), which is a thesis dealing with all of Kästner's works. An English-language monograph, *Erich Kästner*, by R. W. Last (London, Wolff, 1974. 128 p. [Modern German authors; new ser., v. 3] PT2621.A23Z76) is both biographical and critical, dealing with Kästner's various kinds of writing. Amply documented, it concludes with notes (p. 122–123) and a select bibliography (p. 124–128), including a list of Kästner's works in English translation.

615

Berendsohn, Walter A. PHANTASIE UND WIRKLICHKEIT IN DEN "MÄRCHEN UND GESCHICHTEN" HANS CHRISTIAN ANDERSENS; STRUKTUR- UND STILSTUDIEN. [FANTASY AND REALITY IN THE "FAIRY TALES AND STORIES" OF HANS CHRISTIAN ANDERSEN; STUDIES OF STRUCTURE AND STYLE] [Walluf bei Wiesbaden] Martin Sändig [c1973] 266 p. PT8120.B415

Translation of *Fantasi og virkelighed i H. C. Andersens "Eventyr og Historier."* [1955]

Bibliography: p. 259–262.

Using a rather new method of language analysis and a psychological definition of fantasy, the author traces the function of fantasy in Andersen's fairy tales and stories and, in opposition to this, points to their realism.

616

Bökenkamp, Wilfried. ALTE EUROPÄISCHE KINDERBÜCHER UND BILDERBOGEN VON 1618 BIS 1907. AUSSTELLUNG AUS DER PRIVATSAMMLUNG WILFRIED BÖKENKAMP . . . STADTBÜCHEREI IM WILHELMSPALAIS. [KATALOG] [OLD EUROPEAN CHILDREN'S BOOKS AND PICTURE SHEETS FROM 1618 TO 1907. AN EXHIBITION FROM THE PRIVATE COLLECTION OF WILFRIED BÖKENKAMP . . . HELD AT THE CITY LIBRARY IN THE WILHELMSPALAIS. (CATALOG)] Stuttgart, Kulturamt, Stadtbücherei [1968] 21 p. illus.

Z1037.3.B73

The catalog lists with detailed bibliographic descriptions 130 of the finest items from a private collection which holds some rare first editions of books and picture sheets.

617

Brüder Grimm-Museum. Katalog der Ausstellung des Brüder Grimm-Museums in der Murhardschen Bibliothek der Stadt Kassel und Landesbibliothek. Kassel, 1965. 47 p. plates (part col.), ports. (part col.) PD64.G7B7

A handsomely illustrated exhibition catalog of 221 numbered entries for twenty displays related to the life and work of the three brothers Grimm. It is published in the town of Kassel (the mother's birthplace and again later her home) where the boys were sent to school and later lived, and where two of them worked on the tales.

A family tree, a chronology of the lives of the brothers, and a bibliography are appended.

618

Buch und Bibliothek. v. 23+ Jan. 1971+ [Reutlingen] illus. monthly. Z671.B745

Formerly titled *Bücherei und Bildung* (see *Guide*, item 948).

The journal of the Public Library Association of West Germany, with occasional articles on children's libraries and literature and regular reviewing of children's books.

619

Doderer, Klaus, *and* Helmut Müller, *eds*. Das Bilderbuch: Geschichte und Entwicklung des Bilderbuchs in Deutschland von den Anfängen bis zur Gegenwart. [The picture book: history and development of the picture book in Germany from the beginning to the present time] [Eine Veröffentlichung des Instituts für Jugendbuchforschung der Johann Wolfgang Goethe-Universität, Frankfurt am Main.] Weinheim, Beltz [1973] 542 p. illus. (part col.) Z1023.D62

Bibliography: p. 523–529.

A publication from the Institute for Children's Literature Research at the Johann Wolfgang Goethe University. The introduction points out difficulties in dealing with this subject, which have arisen from various definitions of picture books, their highly different techniques, designs, plots, purposes, and messages, which even a book of this size cannot adequately cover.

Nine authors contributed ten articles about single aspects: Helmut Müller, "The Forerunners"; Alfred Clemens Baumgärtner, "Picture Sheets for Children in Germany"; Klaus Doderer, "Poetical Picture Books in the 19th Century"; Helmut Müller, "Struwwelpeter and Followers"; Klaus Doderer, "Picture Books of the Middle Class in the 19th Century"; Hans Adolf Halbey, "Picture Books and 'Jugendstil' " (a style of art); Valentin Merkelbach, "Purposes in Picture Books in the

Early 20th Century"; Peter Aley, "Picture Books During the Nazi Regime"; Arianna Giacchi, "After 1945"; Horst Künnemann, "The Contemporary Situation."

Without pretending to be encyclopedic, the book is a pioneer work suggesting areas for further research. A bibliography of 1646 numbered items (p. 437–502), compiled by Maria Voigt, cites the picture books mentioned. Further indexing lists illustrators, publishers (with title numbers), publishing years, a list of related professional works, and a list of the 248 illustrations used in the book. The pictures, some in color, were selected for their close relevance to the articles.

620

Doderer, Klaus, *ed.* BILDERBUCH UN FIBEL; EINE KRITISCHE ANALYSE DER LITERATUR FÜR LESEANFÄNGER. [PICTURE BOOKS AND PRIMERS. A CRITICAL ANALYSIS OF THE LITERATURE FOR BEGINNING READERS] Unter Mitarbeit von Peter Aley [et al.] Weinheim, Beltz, 1972. 232 p. illus. (Jugendliteratur heute) (Beltz Monographien) PF3112.5.D6

Includes bibliographies.

In the first of two essays, Manfred Geiss analyzes primers used in the German Federal Republic in 1970 (complete list, p. 85–95), tracing the conservative tradition in social roles and educational patterns and aims. In the other, Peter Aley similarly surveys recent picture books. In a third part, statements by thirty-four authors and publishers of children's books and primers deal briefly with the same subject.

621

——— FABELN. FORMEN, FIGUREN, LEHREN. [FABLES. FORMS, CHARACTERS, MORALS] [Zürich, Freiburg im Breisgau] Atlantis [1970] 336 p. illus. PN980.D55

Bibliography: p. 321–325; list of picture sources; index of personal names.

By the director of the Research Institute for Children's and Young People's Literature (Institut für Jugendbuchforschung) at the Johann Wolfgang Goethe University in Frankfurt am Main. Here is a comprehensive, scholarly study of fables: the fable form as a model, ways of interpreting the fable, and the theory and history of fables. Chapter 5, "Fables as Children's Literature," discusses aims and methods of using fables in teaching.

Fifty-three examples of earlier and contemporary illustrations include eight color plates.

622

——— HEIRS AND PRETENDERS TO AN ECLECTIC HERITAGE. Translated by Edite Kroll. Wilson library bulletin, v. 48, Oct. 1973; 146–152. illus. Z1217.W75, v. 48

An illustrated article written for the magazine's series on "children's classics in a non-classical age" (first part, issue for October 1972). Dr. Doderer views German children's classics as being translations as well as books out of the German national heritage and wonders "how to view and judge the tradition of so-called children's 'classics' from today's perspective."

Centering on four German examples, he gives a wary look at Grimm, rejects *Heidi*, views Wilhelm Busch as a writer of purposely exaggerated satires, and gives an appreciative assessment of Erich Kästner and his *Emil und die Detektive*.

623

Erl, Erdmute, *and* Willi Erl. LEKTÜRE FÜR KINDER UND JUGENDLICHE: ORIENTIERUNGSHILFEN. [LITERATURE FOR CHILDREN AND YOUNG ADULTS: AN ORIENTATION GUIDE] Tübingen, Katzmann [1973] 134 p. (Jugend, Bildung, Erziehung) Z1037.3.E78

Bibliography: p. 129–131

A work much discussed and widely valued in West Germany is this study which combines an introduction to theory with practical information for parents and other adults nonprofessionally interested in children's books. Following a short survey of nursery rhymes, fairy tales, fiction, and nonfiction, the authors deal not with age groups or subjects, as is usual, but with educational aims which books serve to meet: cognition of meanings in pictures, and development of thinking, language, skills, fantasy, creativity, and social behavior. A few books published during recent years are cited and sometimes discussed as examples.

An appendix, "Terms of Book Technology," is designed to help nonprofessionals.

624

Fetscher, Iring. WER HAT DORNRÖSCHEN WACHGEKÜSST? DAS MÄRCHEN-VERWIRRBUCH. [WHO KISSED THE SLEEPING BEAUTY TO LIFE? A PUZZLE BOOK OF FAIRY TALES.] Mit den Grimmschen Original-Märchen und 13 Collagen von Helga Ruppert-Tribian. [Hamburg] Claassen [1972] 218 p. illus. PT921.G693F4

The author, a professor of social science and a nonprofessional expert on fairy tales, writes a whimsical parody on overly sociological interpretations of the tales.

625

Frankfurt am Main. Universität. *Institut für Jugendbuchforschung*. DIE MODERNE SCHULBIBLIOTHEK; BESTANDSAUFNAHME UND MODELL. [THE MODERN SCHOOL LIBRARY; INVENTORY AND MODEL] Hamburg, Verlag für Buchmarkt-Forschung, 1970. 260 p. illus., plans. (Schriften zur Buchmarkt-Forschung, 19) Z319.S3, Nr. 19

Bibliography: p. 247–259.

Directed by Klaus Doderer, this foundation-funded team study of the school library situation in the Federal Republic of Germany has resulted in new planning for school libraries.

Part one reports on the results of a questionnaire. Sent to the ministries of education in states of West Germany, the questionnaire inquired into official conceptions of school libraries (the results of case studies), various possibilities for school library–public library cooperation, and the possibility of integrating of school libraries into public library systems. Comparisons are drawn to school library service in such countries as Denmark, Great Britain, Sweden, the U.S.A., and the USSR. Using these examples, the study suggests models and includes architectural plans for effective school libraries thus contributing to a theory of school library work.

Part two, a documentation and the first compilation of this kind, includes within thirty-six subdivisions laws, official recommendations, and examples of materials used in school libraries.

626

Geiger, Rudolf. Mit Märchen im Gespräch: Erfahrungen an sechzehn Märchen der Brüder Grimm. [Talking about fairy tales: experiences with sixteen fairy tales of the brothers Grimm] Stuttgart, Urachhaus [c1972] 257 p. PT921.G4

These interpretations of well-known fairy tales are based on the theory that fairy tales coming down from the early days of mankind reflect psychic situations and processes and transfer human experiences into figures and heroes.

627

Gmelin, Otto F. Böses kommt aus Kinderbüchern; die verpassten Möglichkeiten kindlicher Bewusstseinsbildung. [Evil comics from children's books; lost chances for a development of children's consciousness] [München] Kindler [c1972] 143 p. (Kindler Paperback) Z1037.G56

The author, belonging to a group which stresses "anti-authoritarian" education and opposes too narrow pedagogical patterns of behavior, argues in a highly polemical manner against traditional ways of publishing and evaluating children's books. Although sometimes injudicious, the study shows new points of view and emphasizes new aspects of criticism.

628

Hartmann-Winkler, Waltraut. Lebensbewältigung im Kinderbuch. Eine psychologische Analyse und Interpretation des Motivs der Lebensbewältigung im Volksmärchen und in der Kindergeschichte der Gegenwartsliteratur. [The mastering of life in children's books. A psychological analysis and interpretation of the topic of mastering of life in folktales and in contemporary stories for children] Wien und München, Österreichischer Bundersverlag [1970]

164 p. (Wiener Studien zur pädagogischen Psychologie, Bd. 2)
PN1009.G3H27 1970

Within the increasing number of psychological studies of children's literature, this revised and enlarged thesis deals with a certain type of plot: the exposure of the hero to adventures and his mastery of their events. More than four hundred books are analyzed, and their conflicts and solutions traced. With well-grounded arguments, the author points out the congruence between children's psychic development (and even psychic crises with special needs) and some of these plots. Her discussion of the similarities between the following of certain instincts in a chain of behavior and the corresponding attitudes in reading deserves special attention.

An appendix contains diagrams designed in an attempt to set up a typology of leading figures in folktales and stories.

629

Hildebrandt, Rolf. Nonsense-Aspekte der englischen Kinderliteratur. [Aspects of nonsense in English children's books] Weinheim, J. Beltz [1970] 228 p. (Internationale Untersuchungen zur Kinder- und Jugendliteratur, Bd. 6) (Beltz Monographien. Kinder- und Jugendliteratur)
PN1009.A1H55

Summary also in English and French.
Bibliography: 217–222.

A critical work based on a dissertation in English philology, which deals with various definitions of the term "nonsense," with its differences from irony and parody, and with psychological reasons why children like nonsense.

630

Kinderbuch & illustration. Kunsthalle Rostock, May-Juni 1971. [The child's book and illustration. Art Museum, Rostock, May-June 1971] [Rostock, Kunsthalle Rostock und Universitätsbibliothek Rostock] 1971. 79 p. illus.
NC961.5.G3R64

For International Book Year in 1972, the Art Museum and the University Library of Rostock arranged an exhibition of seventy-four children's books. These were selected as "the most beautiful" books published during the past fifteen years, The catalog, prepared by Liesel Cobernuss and Gerburg Föster, reproduces examples of illustrations by Albrecht von Bodecker, Franz Haacken, Heidrun Hegewald, Werner Klemke, Irmhild and Hilmar Proft, Thomas Schleusig, and Elizabeth Shaw.

631

Köberle, Sophie. Jugendliteratur zur Zeit der Aufklärung; ein Beitrag zur Geschichte der Jugendschriftenkritik. [Juvenile literature in the Age of Enlightenment; a contribution to the history

OF CHILDREN'S BOOK CRITICISM] Weinheim, Beltz, 1972. 232 p. (Internationale Untersuchungen zur Kinder- und Jugendliteratur, Bd. 4) (Beltz Monographien) PN1009.G3K58 1972

A revision of the author's thesis, Munich, 1924.

Bibliography: p. [203]–207.

This thesis was one of the first thorough research works on the beginnings of a special children's literature in Germany. Moreover, it was written during the controversy about Heinrich Wolgast's critical writing (*Das Elend Unserer Jugendliteratur* [*The Distress of Our Children's Literature*] 1922 [*Guide*, item 966]). The author reveals the close dependency of an early children's literature on the pedagogical and philosophical views of the late seventeenth and early eighteenth centuries. In addition to a general bibliography of professional literature, special comprehensive bibliographies of first reviews of children's books (52 p.) are provided.

632

Künnemann, Horst. KINDER UND KULTURKONSUM: UBERLEGUNGEN ZU BEWÄLTIGTEN UND UNBEWÄLTIGTEN MASSENMEDIEN UNSERER ZEIT. [CHILDREN AND THEIR CONSUMPTION OF CULTURE. THOUGHTS ABOUT CONTROLLED AND UNCONTROLLED CONTEMPORARY MASS MEDIA] Unter Mitarbeit von Ingeborg Künnemann. Weinheim, Beltz, 1972. 163 p. HQ784.M3K83

The author, a well-known critic of children's literature, gives reading guidance for parents and teachers and, for the first time, includes audiovisual materials offered to children. Thus he not only deals with comics, some examples of trivial and trashy literature, and picture books of various kinds—among them the so-called "anti-authoritarian" books—but also with fairy tales and other stories on records, films, stage plays, and television. He deals, furthermore, with practical everyday questions of "Children and Newspapers" and "Children and Commercials," and emphasizes the necessity of sharing and discussing all these materials and media with children.

633

——— PROFILE ZEITGENÖSSISCHER BILDERBUCHMACHER. [PROFILES OF CONTEMPORARY PICTURE-BOOK ARTISTS] Weinheim, Beltz [1972] 264 p. illus. NC965.K83

Essays on thirty contemporary picture-book artists—most of them interviewed by Künnemann—point out biographical details, the artists' relationships to children and children's books, and preferences as to subjects and techniques. The author completes his study with two articles: one on how children approach pictures today and the other dealing with the responsibility of teachers to realize that picture books and illustrated school primers have similar potentials in relating to the child.

Illustration, some in color, lack bibliographic information. Detailed bibliographies (p. 225–252) and a name-and-subject index (p. 257–262) are added.

634

Maier, Karl E. JUGENDSCHRIFTTUM: FORMEN, INHALTE, PÄDAGOG. BEDEUTUNG [JUVENILE LITERATURE; FORMS, SUBJECTS, PEDAGOGICAL EFFECTS] . . . 7, neubearb. Aufl. Bad Heilbrunn/Obb., J. Klinkhardt, 1973. 287 p.
PN1009.A1M255 1973

A basic work, used as a standard textbook in teacher training, which examines the literary, psychological, pedagogical, and sociological aspects of children's books. Part one investigates various categories of children's literature (picture books, nursery rhymes, poetry, fairy tales, adventure stories, comics, and nonfiction). Part two gives a short historical survey of children's literature in German-speaking countries, pointing out the close relationship during the last century between children's books and "pedagogical patterns of behavior," and the new trend toward literary quality in the beginning of the twentieth century. Part three offers an outline of inevitable facts of child psychology and sociology for guidance in the evaluating of children's books.

This seventh edition is both an enlargement and a revision.

635

Meckel, Christoph. LILO FROMM. Bookbird, v. 8, no. 3, 1970: 72–76.
PN1009.A1B6, v. 8

A critique of this German artist known especially for her "pure painting" in picture-book stories from Grimm. "Her picture books have absolutely nothing to do with illustration" but, says the writer, may be characterized as "*symbolization* of fairy tales"—not adapted from the content of the tale but as completely new "archetypes from our dreams and messengers from the ancient world of symbols and meanings." Lilo Fromm "has succeeded in independently recreating old fairy tales in pictures." The writer adds that the pictures are not paintings for children, but for everyone.

Included in an appended long list of published works and book illustrations are Lilo Fromm's illustration for *Das Mondgesicht* (by Gerda Marie Scheidl) and her own story *Pumpernick und Pimpernall*.

636

Mönckeberg-Kollmar, Vilma. DAS MÄRCHEN UND UNSERE WELT: ERFAHRUNGEN UND EINSICHTEN. [FAIRY TALES AND OUR WORLD; EXPERIENCES AND FINDINGS] [Düsseldorf] E. Diederichs [c1972] 235 p. PN3437.M6

These notes by a well-known storyteller and collector of fairy tales consider such topics as fairy tales and prejudice, mothers and children, fairy tales and research, questions about illustrations, and the presentation of fairy tales on stage, movies, television, recordings, and tapes.

637
Munich. *Internationale Jugendbibliothek.* BEWÄLTIGUNG DER GEGENWART? EMANZIPATORISCHE UND GESELLSCHAFTSPOLITISCHE TENDENZEN IN DER KINDER- UND JUGENDLITERATUR. [MASTERY OF THE PRESENT? ANTI-AUTHORITARIAN AND SOCIO-POLITICAL TRENDS IN CHILDREN'S AND YOUNG PEOPLE'S LITERATURE] Hrsg. von Elisabeth Scherf. Pullach bei München, Verlag Dokumantation, 1974. 128 p. illus. PN1009.Z6M8 1974

Working at the International Youth Library, Mrs. Scherf has compiled an illustrated bibliography of 176 books, annotated by herself, Walter Scherf, and H. M. Wegener, with a fully documented prefatory analysis (p. 7–39) by Walter Scherf and a list of background books.

638
——— LITERATUR FÜR KINDER AUSLÄNDISCHER ARBEITNEHMER. München, 1974. GR&B-CBS

A series of pamphlets updating lists in *Die Besten der Besten* (item 514). *Die Besten der Besten–sudeuropa* will be issued in 1975. These provide essays on the literatures of minority groups residing in the German Federal Republic and lists of titles for children of these foreign workers. The first three are: *Türkei: Literatur für Kinder ausländischer Arbeitnehmer in türkischer Sprache*; *Griechenland: Literatur für Kinder ausländischer Arbeitnehmer in griechischer Sprache*; *Jugoslawien: Literatur für Kinder ausländischer Arbeitnehmer in kroatischer Sprache*.

Following each brief introductory background essay, which includes a bibliography of related sources, titles are grouped by age interest and annotated in English and/or in German (the Greek and the Serbo-Croatian are in German, the Turkish in English). Those books considered to be outstanding are designated by "B."

Following lists include Serbian, Slovenian, Macedonian, Albanian, Italian, Spanish (Catalan, Basque, Galician), and Portuguese.

639
Oestreich, Gisela. ERZIEHUNG ZUM KRITISCHEN LESEN: KINDER- UND JUGENDLITERATUR ZWISCHEN LEITBILD UND KLISCHEE. [EDUCATION FOR CRITICAL READINGS; CHILDREN'S AND YOUNG PEOPLE'S LITERATURE BETWEEN MODEL AND CLICHÉ] [Freiburg im Breisgau, Herder, 1973] 159 p. (Herderbücherei, Bd. 9003: Pädagogik) Z1037.3.O36
Bibliography: p. 159–[160].

For this study the author and a group of sixty-eight students analyzed 882 children's books of varying qualities, tracing the patterns and types of social roles as well as the behavior and background exemplified in the books. The results are arranged under subjects such as misunderstood emancipation, anxieties and achievement, outsiders, and the world of adults. Analyzed this way, the findings reveal the repetition of stereotypes and clichés which suggest prejudice and hinder a creative dealing with the facts of reality. The concluding chapter stresses the need for a better and more acceptable picture of reality in children's books in general and for a broader criticism of children's books, including consideration of new social aspects.

640

Richter, Dieter, *comp.* DAS POLITISCHE KINDERBUCH; EINE AKTUELLE HISTORISCHE DOKUMENTATION. [THE POLITICAL CHILDREN'S BOOK; A TOPICAL HISTORICAL DOCUMENTATION [Darmstadt] Luchterhand [1973] 376 p. (Sammlung Luchterhand, 87) (Collection Alternative, Bd. 5)
LB2853.G4R46

Includes bibliographical references.

The editor compiled articles, papers, and reviews published since 1890 to show the struggle for a more materialistic political education and therefore also for children's books with a political purpose. Special attention is paid to Wilhelm Lamszus's *Das Menschenschlachthaus* (*The Slaughterhouse of Man*), 1912.

The contemporary situation is covered by a similar compilation which discusses the contribution of children's books to social and political education: Dieter Richter's and Jochen Vogt's *Die heimlichen Erzieher: Kinderbücher und politisches* (*The Secret Educators: Children's Books and Political Education*) [Reinbek] Rowohlt [1974] 221 p. PN1009.A1R48).

The same subject is treated again in Richter's *Märchen, Phantasie und soziales Lernen* (*Fairy Tales, Fantasy and Social Education*) (Berlin, Basis-Verlag, 1974. 144 p. PN1009.G3R48).

641

Scherf, Walter. ACROSS THE RHINE. Top of the news, v. 26, Jan. 1970: 180–187, 205.
Z718.1.A1T6, v. 26

A paper presented by the director of the International Youth Library at the 1969 International Children's Literature Seminar in Loughborough, England.

Moving genre by genre from picture books to literature for young adults, the librarian surveys modern trends. He sees a second picture-book renaissance in the past decade ("For the first ten years after the war the best German picture books were Swiss"), with an annual picture-book award being granted from 1965 on and an obvious pleasure in experiment as well as an increased regard for children. Realism and fantasy are observed as being the interests of opposing camps in the field of children's literature. Nonfiction is seen to be limited by the lack of school libraries to create demand. Finally it is noted that there is "no youth literature in the world—except that of several former socialist states—which is engaged so extensively with social criticism, race problems, and modern historical facts as Germany's." At the same time much of German folk tradition is being rediscovered, retold, and adapted.

See also this librarian's "New Trends in West Germany" (*Times Literary Supplement*, Dec. 4, 1968: 1399).

642

Schmidt, Kurt. DIE ENTWICKLUNG DER GRIMMSCHEN KINDER- UND HAUSMÄRCHEN SEIT DER URHANDSCHRIFT, NEBST EINEM KRITISCHEN TEXTE DER IN DIE DRUCKE ÜBERGEGANGENEN STÜCKE. [THE ELABORATION OF THE GRIMM FAIRY TALES FROM THE FIRST MANUSCRIPTS; WITH A CRITICAL EDITION OF THE PRINTED PARTS] [Walluf bei Wiesbaden] M. Sändig [1973] 384 p. PT 921.S4 1973

Reprint of the 1932 ed. published by Niemeyer, Halle an der Saale, which was issued as no. 30 of Hermaea.

A revision of the author's thesis, Halle, 1931.

Bibliography: p. 383–384

The welcome reprinting of a comprehensive standard work on the Grimm fairy tales. By analyzing the changes in choice of words and grammar from the first handwritten notes—the so-called *Oelenberg-Manuscript*—through the editions within the lifetime of the brothers Grimm, the author traces the parts contributed either by Jacob or by Wilhelm and, thereby, the proportion of real tradition to their own additions. Appended are five unpublished variants of known fairy tales and one hitherto unpublished tale attributed to Wilhelm Grimm.

643

Schönfeldt, Sybil, *Gräfin.* MUTTI, WAS SOLL ICH LESEN? DAS BUCH IN DER ERZIEHUNG UNSERER KINDER. [MUMMY, WHAT SHALL I READ? BOOKS AS A PART OF OUR CHILDREN'S EDUCATION] Ravensburg, O. Maier [1971] 160 p. illus. (Ravensburger Elternbücher, Bd. 1) Z1037.S365

Bibliography: p. 151–159.

A famous journalist, experienced in reading guidance, writes here for "those children and parents for whom books are more than just printed papers between two cardboards." She follows a consideration of age groups with discussion of the pros and cons of picture books, fairy tales, traditional adventure stories, and various kinds of nonfiction. Further, she offers hints and helps for an effective use of libraries and bookshops and concludes with a list of professional literature about children with speech difficulties (p. 159–160).

644

Sheviak, Margaret R. WEST GERMAN LITERATURE FOR GERMAN YOUTH: COWBOYS & INDIANS. Top of the news, v. 30, Jan. 1974: 176–187.

Z718.1.A1T6, v. 30

An account by a library school professor of her research at the International Youth Library in Munich to determine the picture of the United States provided in West German books for young people, 1949–69. Among fifty-seven such books, she found thirty-five dealing with Indians, twelve mainly with the opening of the West, twelve being nonfiction, and twelve written by Karl May, a devotee of Cooper. It is noted that modern social problems have appeared in recent books about the United States, but that the Indian-Western theme "will probably continue to be written."

Bibliography: note about the International Youth Library.

645

Siebert, Horst, *and* Christa Siebert. DER ANDERE TEIL DEUTSCHLANDS IN SCHULBÜCHERN DER DDR UND DER BRD; EIN BEITRAG ZUR POLITISCHEN BILDUNG IN DEUTSCHLAND. [THE OTHER PART OF GERMANY IN TEXTBOOKS OF THE GERMAN DEMOCRATIC AND THE GERMAN FEDERAL REPUBLIC. A CONTRIBUTION TO POLITICAL EDUCATION IN GERMANY] Hamburg, Verlag für Buchmarkt-Forschung, 1970. 125 p. (Schriften zur Buchmarkt-Forschung, 20) Z319.S3, nr. 20

The editors contrast statements made about "the other part" of Germany in textbooks of the BRD and DDR, and compare the amounts of political information about the "own" and "the other" country. This objective research reveals political prejudice on both sides and shows how the transmission of facts can be manipulated through selection and interpretation. The book therefore emphasizes the necessity of integrating these results into teaching, and the relevance of these facts to children's literature in general.

646

Stuck-Villa (Museum). ILLUSTRIERTE KINDERBÜCHER AUS 3. JAHRHUNDERTEN. [ILLUSTRATED CHILDREN'S BOOKS FROM THREE CENTURIES] [Ausstellung und Katalog: Amélie Ziersch. Bibliographische Bearbeitung: Franziska Panse. München, Stuck-Jugendstil-Verein, 1970] 163 p. illus. NC965.S8

An exhibition catalog, handsomely illustrated with thirty-one full-page color reproductions and somewhat more than that in black and white.

Preceding the full bibliographic descriptions for 531 numbered items (not limited to German works) are essays, including Hubert Göbels's "Reflexionen über das bibliophile Kinderbuch" (Reflections on the Children's Book for Collectors) on the occasion of the exhibition; "Opinions," a selection made also by Hubert Göbels; Walter Scherf's "Beim Kleinkind fängt es an" (It Starts with the Preschool Child); and Ingeborg Ramsegger's "Zwischen heiler und böser Welt: Das Bilderbuch" (Between Wholesome and Evil Worlds: The Picture Book).

List of Sources.

647

Trier, Walter. WALTER TRIER. Hrsg. von Lothar Lang. München, Rogner & Bernhard, 1971. 157 p. illus. (part col.) (Klassiker der Karikatur, 4) NC1509.T74L3

More than 120 pictures reveal, as do the concluding bibliographical remarks, that the artist, famous for his congenial illustrations of Erich Kästner's novels for children, not only illustrated children's books, but was a well-known designer of political satires.

648

Völke, Walter. Die Bedeutung des Lesens; Aüsserungen Jugendlicher. [The significance of reading; Statements from young people] München. E. Reinhardt, 1971. 99 p. (Erziehung und Psychologie, nr. 59) Z1037.V65, nr. 59

Bibliography: p. 98–[100]

From a questionnaire answered by ninth graders, 627 girls and 611 boys in various schools, the author obtained basic materials for a study of the significance of their reading for them. Interpreting their answers, he discusses traditional conceptions about reading guidance in schools, which he feels must be revised, and offers his ideas for improvement.

See also items 208, 209, 405, and 406 for English-language works about the brothers Grimm, item 585 for the German translation of a Danish report on "The Children's Library of the Future," and item 547 for an IFLA paper.

Greece

649

To Chryso rodi. [The golden pomegranate] Athenai, 1974. 250 p. illus. PZ90.G7T6

Published by the Greek National Section of the International Board on Books for Young People for International Children's Book Day, April 2, 1974. An anthology, it comprises forty-five selections from contemporary Greek prose and poetry for children with an introduction to each author. Included also are a preface by K. Demertzis, president of the Circle of Greek Children's Books (the Greek national section of IBBY); biographical sketches of illustrators represented; and author-title contents listing.

650

Kyklos tou Hellēnikou Paidikou Vivliou. [The Circle of the Greek Children's Books] Dyo Apriliou pankosmios hēmera paidikou vivliou. [With a book you find a friend] Athēnai, 1972. 37 p. ports. Z1039.K9

Greek and English.

A pamphlet prepared by the Greek national section of the International Board on Books for Young People (IBBY) contains three articles on children's books, reading, and authors, and a report the Circle of the Greek Children's Books. These reveal the Greek contribution to *Bookbird*, the celebration of International Children's Book Day, the submission of entries for the Biennale of Illustrations in Bratislava (BIB) as well as the Hans Christian Andersen medals and honor list, and the awarding of Greek prizes for the best fairy tale, best collection of poems for children, and best illustrations for children's books.

Includes bibliographies.

651

Megas, Geōrgios A., *comp.* FOLKTALES OF GREECE. Translated by Helen Colaclides. Foreword by Richard M. Dorson. Chicago, University of Chicago Press [1970] lvii, 287 p. (Folktales of the world) GR170.M39

Professor Dorson's extensive foreword (xi–xlv) comments on the zeal of modern Greek folklore scholars in pursuing possible ties between the peasant tales of today and the myths of antiquity, citing parallels assembled by scholar-patriots "in their relating the study of folklore to the stirrings of nationalism." Further he relates Greek myths to European *Märchen.*

Megas's introduction cites proof that the folktale still exists in Greece though with less vigor than when the village storyteller was a distinguished personage. He speaks of scholarly research done and comments on figures in the supernatural world important in the modern folktale (the Nereid, sea demon, ogre or dragon, Arab, "baldchin," and "Beauty of the World"). The tales are arranged as animal tales, wonder tales, tales of kindness rewarded and evil punished, tales of fate, jokes, anecdotes, religious tales, and legends.

Well documented, with notes to the tales, a glossary, bibliography (works in Greek and works in other languages), index of motifs, and index of tale types.

652

Placotari, Alexandra. LITERATURE FOR CHILDREN IN GREECE. Bookbird, v. 12, no. 3, 1974: 37–43. PN1009.A1B6, v. 12

A talk given to a visiting group of children's literature inquirers by Mrs. Placotari, poet and teacher of translation for the British Council in Athens.

Sketching in the background for a heritage of ancient history and folklore, the lecturer speaks then of the beginnings (second half of the nineteenth century) and progress of modern Greek literature for children. This, she shows, has been related to educational problems and the fight against illiteracy. From World War II on, however, came a new period, part of the general trend for new ideas and methods which was to see the organization in 1956 of a group of women writers for children and in 1966 the founding of the Circle of Greek Children's Books (the Greek national section of IBBY) which awards prizes each year for writing and illustration for children.

Iceland

653

Kingman, Lee. A SEARCH FOR CHILDREN'S BOOKS IN ICELAND. Horn book magazine, v. 47, Oct. 1971: 462–469. Z1037.A1A15, v. 47

A study of the status of children's books today in Iceland where "in most stores, children's books comprise at least one-third of the stock" (and the cities have more bookstores per capita than any other city in the world). This former children's book editor with "amazement and envy" at the availability, reports, however, a disappointing absence of the best books in translation, including the best series, whereas popular series fill both bookshops and library shelves. She notes a distinctively illustrated edition of *Grettissaga* for young people, the many inexpensive, short, paperback storybooks, and the Icelandic author most loved by young people there, Jon Sveinsson, who writes as Nonni.

Italy

654

L'Abbate Widmann, Maria, *and* Marta Gruber. GLI INTERESSI DI LETTURA NELLA SCUOLA MEDIA DELLA REGIONE FRIULI-VENEZIA GIULIA. Firenze, L. S. Olschki, 1971. xxi, 301 p. (Biblioteconomia e bibliografia. Saggi e studi, 7) Z1037.4.A22

Bibliography: p. 265–277.

An analytical study (with charts) of the reading interests of young people in the region around Venice. Divided into two parts, the book includes first a description of the area—its inhabitants, public libraries, and methods employed in making this study—and, secondly, a survey of libraries in middle schools.

655

Associazione italiana per le biblioteche. *Sottogruppo per lo studio dei problemi delle biblioteche per bambini e ragazzi.* SESSANTA LIBRI PER GIOVANI; UNA BIBLIOGRAFIA CRITICA A CURA DI CARLA POESIO. (Ciclostilato a cura della Soprintendenza ai beni librari di Venezia) n.d. [84] l.

GR&B–CBS

A selected annotated bibliography of Italian and other children's books compiled under the direction of Carla Poesio. The titles in classified arrangement were chosen from original Italian and from other translated works (published as late as 1973). Two cocompilers are Laura Colonnetti and Maria L'Abbate Widmann.

656

Bernardinis, Anna M. PEDAGOGIA DELLA LETTERATURA GIOVANILE. Padova, Liviana, 1970. xv, 222 p. (Pubblicazioni dell'Istituto di pedagogia, Università di Padova. Z1037.B544

Includes bibliographical references.

An examination of the philosophical, psychological, educational, and cultural values in children's literature. Particular attention is given to the influence of Fénelon, Schiller, and Rousseau, among others.

657

Bizzarri, Enrico. Pollicino in famiglia. [L'immagine della famiglia nella fiaba popolare.] [Pollicino in the family; the image of the family in popular fables] [Milano] Emme [1973] 87 p. (Il Puntoemme) PN994.F3B5

The author discusses the role of various members of the family in the fairy tale and folktale, with a generalizing chapter on yesterday and today. The last includes a section on Gianni Rodari, Andersen Medal winner, and excerpts from the inventions of very young children.

658

Cibaldi, Aldo. Criteri di scelta e valutazione del libro per l'infanzia. 4th ed. Brescia, La scuola [1968] 111 [13] p. PN1009.A1C527 1968

A guide to the evaluation and selection of fiction for children with stress on the importance and need for pedagogical criticism. Concluding pages contain bio-critical notes on such established contributors to folklore and fiction as Basile, Perrault, the brothers Grimm, Hauff, Andersen, Lagerlöf, Barrie, Lorenzini (Collodi), Carroll, Capuana, Verne, Salgari, Kipling, and Alcott.

659

D'Amelio, Rita. I giovani e il libro. Ricerca nazionale sulle letture dei ragazzi della scuola media. [Youth and the book. National research on children in the middle school] Bari, Adriatica, [1972?] xvii, 465 p., incl. tables. Z1037.4.D3

A university scholar's study of children's reading, the fourth volume in a series on the subject, is based on the results of pioneer research. Answers given on over five thousand questionnaires (from some ten thousand sent to middle school students) have been studied and related to factors of ownership of books, family backgrounds, individual and group reading preferences, and choices related to ages and sex. The work concludes with attention to specific books to which children relate.

660

Faeti, Antonio. Guardare le figure. Gli illustratori italiani dei libri per l'infanzia. [Look at the face. Italian illustrators of books for children] [Torino] G. Einaudi [1972] xiv, 413 p. illus. (Saggi, 499) NC982.F33

Bibliography: p. [379]–405.

Considered by an Italian authority to be an outstanding work on the subject, this book presents the contributions of 108 artists who have illustrated books written for children and classics read by them. Plentiful reproductions provide examples of their work and a full bibliographical appendix lists under each the titles illustrated. Most numerous are those illustrated by Attilio Mussino (universal classics including *Pinocchio*).

661

Poesio, Carla. LAURA ORVIETO. Firenze, Le Monnier [1971] 161 p. (Saggi critici di letteratura giovanile) PQ4833.R83Z8
Bibliography: p. [133]

A bio-critical study of an Italian writer known especially for her retellings of Greek and Roman mythology. Three of her works have been translated into English: *Storie della storia del mondo; il natale de Roma* (*The Birth of Rome*), *Storie di bambini motto antichi* (*The Immortal Babes*), and *Storie della storia del monda greche e barbare* (*Stories of Greece and the Barbarians*).

Netherlands

662

Albers, N. Ch. MOEDER DE GANS IN NEDERLAND, NEDERLANDSE PERRAULT UITGAVEN; VOORLOPIGE BIBLIOGRAFIE. [MOTHER GOOSE IN THE NETHERLANDS; THE DUTCH PERRAULT EDITIONS; A PRELIMINARY BIBLIOGRAPHY] [n.p.] 1969. 74 l. Z8673.6.A5
"Werkstuk 2e cyclus Bibliotheek- en Documentatieschool, Amsterdam."

A fully documented numbered listing of editions of Perrault's famous fairy tales, arranged chronologically by date of publication in Dutch. Symbols indicate the location of each item. The preliminary matter contains an introduction in which the compiler discusses authorship, a statement of purpose, instructions for use, and a list of reference libraries and reference works. Indexes include listings of publishers and illustrators.

663

Back-Fibbe, Tjitske de, *and* others. VOORLEZEN FIJN VOOR STRAKS. [FINE FOR READING ALOUD NOW] [Den Haag, Commissie voor de Collectieve Propagande van het Nederlandse Boek, 1974] 64 p. illus. GR&B-CBS

A selective guide to poetry, rhymes, and pictures books for preschool children, prepared by a committee of teachers and children's-book experts for adults who want to read aloud to the very young. Each of the twenty-two books recommended (including works of English, German, Norwegian, and American origin as well as six Dutch originals) has a full descriptive-critical note plus pictorial illustration and quoted lines. A brief introduction to the attractive pamphlet speaks to the adult about the importance of reading aloud.

664

Boerlage, Louise M. JEUGDBOEKEN LEZEN EN KIEZEN. [TO READ AND CHOOSE CHILDREN'S BOOKS] Groningen, J. B. Wolters, 1964. 108 p. port. Z1037.B67

A compressed guide to principles of book selection written by an

American-trained pioneer organizer of public library work for children in the Netherlands in the early thirties. Emphasis is given first to the importance of the selection of children's books and its difference from book selection for adults, and secondly to judging the book itself; format, content, the author's creative impulses, imaginative elements, and the appeal for the young reader.

665

Daalder, F., *and* I. Daalder-Schripsema. VAN WORMCRUYT MET SUYCKER TOT JEUGDLITERATUUR. [FROM SUGAR-COATED PILLS TO CHILDREN'S LITERATURE] Purmerend, J. Muusses [1971] 237 p. illus. Z1037.8.D8D3

Compiled by the son and daughter-in-law of Dirk L. Daalder, this is a supplement to the latter's *Wormcruyt met suycker* (*Guide*, item 970). It contains chapters on writing, illustration, publishing, promotion, and other aspects of work with children's books. Contributions by school and library specialists represent Dutch, Flemish, Frisian, and Antillian writing. The work concludes with biographical sketches of Dutch writers and a chronological listing of titles published 1948–71, arranged alphabetically by author. Also cited are children's books related to Surinam and the Dutch Antilles.

666

DO NOT LOSE THE NIGHTINGALE! bundel opstellen aangeboden aan de jeugdbibliothecaresse Jannie Daane. Amsterdam, Frederik Muller Akademie, 1974. 71 p. Z1037.A1D57

A *festschrift* for the Dutch children's librarian, storyteller, translator, and library school lecturer, Jannie Daane. Following a tribute by Gerrit A. van Riemsdijk, library school director, twelve further papers include four in English—two from England, by Eileen Colwell and Janet Hill, on the subject of library service to children, and two from the United States, by Mildred L. Batchelder on translations of children's books and by Virginia Haviland on folklore. The others, in Dutch, by Miss Daane's professional colleagues and by authors include pieces by Annie J. Moerkercken van der Meulen, Leny Simons, and An Rutgers van der Loeff-Basenau.

667

Moerkercken van der Meulen, Annie J. CHILDREN'S LITERATURE TODAY; INTERNATIONALE CONFERENTIE TE LOCHEM, AUGUSTUS 1970. De openbare bibliotheek, v. 14, Nov. 1971: 378–435. N&CPR

Papers on children's literature and accounts of storytelling and puppetry from the five-day international children's literature conference held in Lochem, the Netherlands, August 24–29, 1970.

Printed here are "A Duet on 'Children's Literature in England Today,' " by library school lecturers Eileen Colwell and Phyllis Parrott; four papers by Dutch authors—"Some Questions Facing the Author" by Annie M. G. Schmidt (followed by discussion, reported), "Freedom of Expression" by Miep Diekmann, "How to Handle a Subject" by An Rutgers van der Loeff-Basenau, and "The Bible for Children" by Dr. J. L. Klink; "Publishing Picture-Books in Holland" by publisher J. L. Boele van Hensbroek; "Some Thoughts about Book Selection" by Professor Sara Innis Fenwick (University of Chicago); "Danish Illustrations Today" by Aukje Rosenberg-Möller, children's librarian; "A New Internationalism" by Virginia Haviland (Library of Congress, United States); "About Czech and Slovak Children's Books," with bibliography, by Helga Mach (School of Library Science, Stuttgart).

See also a conference report by Bernard Poll: "Children's Literature Today" (*Top of the News*, v. 27, Jan. 1971: 201–203. Z718.1.A1T6).

668

Moerkercken van der Meulen, Annie J., *and* J. W. Fossen. KINDEREN EN HUN BOEKEN; EEN ORIËNTATIE VOOR ONDERWIJZENDEN OP HET GEBIED VAN DE JEUGDLECTUUR. [CHILDREN AND THEIR BOOKS; AN ORIENTATION FOR TEACHERS TO THE FIELD OF CHILDREN'S LITERATURE] Groningen, Wolters-Noordhoff [1973] 194 p. illus. GR&B-CBS

Twelve articles by specialists. They examine the classics (among them, *Don Quixote, Robinson Crusoe, Winnie-the-Pooh,* and *Dr. Doolittle*), the fairy tale (its collectors, structure, and forms), the informational book, poetry, children's and school libraries, and the international scene (institutions, organizations, the international children's book market, and awards).

669

Nederlands Bibliotheek- en Lektuurcentrum. *Bureau Boek en Jeugd.* BOEK EN JEUGD: JEUGDLEKTUURGIDS VOOR GEZIN EN SCHOOL. [BOOK AND YOUTH: YOUNG PEOPLE'S READING GUIDANCE FOR HOME AND AT SCHOOL] 's-Gravenhage, Leopold, 1974. 223 p. illus. Z1037.8.D8N43 1974

Like the volumes for 1965 (*Guide*, item 974), 1969 (*Guide, First Suppl.*, item 510), and 1972, this basic, selective catalog is a revision and an updating, incorporating items from annual supplements issued in the intervening years as a regular bibliographic service of the Bureau Boek en Jeugd. Its title, however, has been changed.

670

——— ——— MONOGRAFIEËN. serie a, no. 1+ 's-Gravenhage, 1971+ GR&B-CBS

A series of bio-critical, bibliographical monographs, brief and by different writers, two runs of five issues each (series a, July–December 1971, series b, February–April 1972, series c, August–December 1972, series d, January–May 1973, series e, June–December 1973, and series f, January–December 1974). These present the work of authors and illustrators, both native Dutch and those translated. Thus, series a, no. 1, discusses Laura Ingalls Wilder as well as four well-known Dutch creators of children's books; Meindert DeJong, Lisa Tetzner, and Henry Winterfeld are included in series b; Rosemary Sutcliff, together with Dick Bruna and Sini van Itersen, among others in series c; Astrid Lindgren with An Rutgers van der Loeff and Paul Biegel in series d; Reiner Zimnik and Brian Wildsmith, with Annie M. G. Schmidt and others in series e; and Roald Dahl and Jaap ter Haar in series f.

671

Nijkamp, W. M., *and* Jannie Daane. DE KLEUTER: ZIJN TAAL, ZIJN BOEKEN. TEKST VAN TWEE LEZINGEN, GEHOUDEN OP EEN STUDIEDAG VOOR KLEUTERLEIDSTERS. [THE PRESCHOOL CHILD: HIS LANGUAGE, HIS BOOKS. TEXT OF TWO LECTURES, GIVEN ON A STUDY DAY TO PRESCHOOL TEACHERS] Groningen, Wolters-Noordhoff, 1970. 64 p. illus. PN1009.D8N5

Includes bibliographical references.

The first lecture, "Our Little One; Our Language," given by a state inspector of kindergartens during a study day for preschool teachers, offers practical direction to those concerned with the development of language in the young child. The second talk, "The Little One, His Book, His Library," presented by a children's literature specialist, deals with the importance of books and with ways to use nursery rhymes, short poems, picture books, and riddles with young children.

672

EN NU OVER JEUGDLITERATUUR. [CHILDREN'S LITERATURE NEWS] Den Haag, Bureau Boek en Jeugd. v. 1+ 1974+ quarterly. GR&B-CBS

The library service center for children's librarians in the Netherlands produces this eight-page news bulletin to inform professionals about activities on behalf of children's books conducted in various parts of the country (and elsewhere in the Dutch world, as in Surinam). It includes conference reports, news of prizes and exhibitions, and biographical sketches of authors and illustrators.

673

HET PRENTENBOEK VAN TANTE PAU EN HET MOOISTE EN LEUKSTE UIT ANDERE OUDE PRENTENBOEKEN. [AUNT PAU'S PRINT BOOK AND THE PRETTIEST AND JOLLIEST FROM OTHER OLD PRINT BOOKS] Bijeengezameld door Leonard de Vries in samenwerking met Ilonka van Amstel. Amsterdam, De Bezige Bij, 1974. 192 p. illus. (part col.) PZ11.P7

A foreword by Han G. Hoekstra (p. 5–7) refers to moral lessons inculcated in early Dutch children's books, contrasts them with life and attitudes of the present day, and speaks of the great amount of information which some of these prints offer.

"Comments on the Contents" (p. 187–189), provides a further short discussion of attitudes toward children's books expressed at the turn of the century in the Netherlands. It also refers to forms of illustration predominant then and names Dutch artists who specialized in children's books, notably Rie Cremer (b. 1887) and Henriëtte Willebeek le Mair (1889–1966). The work of the latter was, so *The Studio* once stated, more beautiful than that of Kate Greenaway.

674

Suurmond, J. V. BIBLIOGRAFIE VAN EN OVER MEVR. A. M. M. RUTGERS VAN DER LOEFF-BASENAU. [BIBLIOGRAPHY OF AND ABOUT MRS. A. M. M. RUTGERS VAN DER LOEFF-BASENAU] [n.p.] 1969. 36 l. Z8767.S95

"Werkstuk 2e cyclus Bibliotheek- en Documentatieschool, Amsterdam."

A bibliography of works by and about a well-known author undertaken by the compiler while in library school. The titles are listed by category: books, articles, and translations, the last group covering titles translated by the author as well as translations of her works into other languages. Name and title indexes are appended.

See also the story writer's expression of her credo in writing for children in "Other People's Lives" (*Children's Literature in Education,* no. 5, July 1971: 5–11), a lecture given at the Exeter conference on children's literature in 1970.

675

Uyldert, Mellie. VERBORGEN WIJSHEID VAN HET SPROOKJE. [HIDDEN WISDOM OF THE FAIRY TALE] Amsterdam, De Driehoek [1968] 118 p. GR550.U92

First published 1947–49, this study, part one of a two-part work, analyzes the symbolism in ten familiar fairy tales, among them "Snow White" and "Hansel and Gretel." Part two, 1972, contains "The Wolf and the Seven Little Kids," "The Twelve Brothers," and seven other well-known tales. A general introduction to the study appears in part one.

676

Veen, C. F. van, *comp.* DUTCH CATCHPENNY PRINTS; THREE CENTURIES OF PICTORIAL BROADSIDES FOR CHILDREN. The Hague, W. Van Hoeve, 1971. 101 p. illus. PZ12.V4 1971b

Text of broadsides in Dutch; introduction in English. Also issued in Dutch under title: *Drie eeuwen Noordnederlandse kinderprenten.* In a folio volume with large facsimiles, in color and in black and white, this lavish production indicates the "unique position [of the Netherlands] as a major producer of catchpenny prints"—those woodcut broadsides meant for "the schoolchild ages three to seven, the child of small tradespeople, of peasants and artisans." (The engraved print was for the rich and educated.) The pictures show "Biblical subjects," "Animals," "Literature" (sequences of small cuts as in a chapbook), "The World Turned Upside Down," "Topography," "Caricatures," "Transport," "Foreign Nations and Fashion," and "Sundries."

677

Vries, Leonard de, *comp.* BLOEMPJES DER VREUGD' VOOR DE LIEVE JEUGD ; BOUQUET VAN DE MOOIJSTE VERHAALTJES & DE VROLIJKSTE VAERSJENS VOOR JONGE HEEREN & JUFFERS EN HUNNE BRAVE OUDERS. MET KONSTIGE HOUTSNEDEN, VELE FRAAIJE KOPERGRAVUREN EN TALRIJKE GEKLEURDE PRINTJES. ALLES TEZAEMEN GERANGSCHIKT DOOR ALDERT WITTE. [FLOWERS OF DELIGHT FOR THE DEAR YOUTH; A BOUQUET OF THE FINEST STORIES AND GAYEST VERSE FOR YOUNG MEN AND MISSES AND THEIR GOOD PARENTS. WITH FINE WOODCUTS, MANY PRETTY COPPER ENGRAVINGS, AND NUMEROUS COLORED PRINTS. ALL TOGETHER ARRANGED BY ALDERT WITTE] Amsterdam, De Bezige Bij, 1958. 236 p. illus. (part col.) PZ11.V7

Bibliography: p. 233

A lavishly illustrated anthology of old Dutch children's literature, drawn from the period 1712–1898. Each selection—charming ABC books, chapbooks (fully reproduced on single colored pages), Bible literature, moral tales and rhymes, and a magazine excerpt from *Kinder-Courant*—has pictures, more than two hundred in all, some of them in full color.

Norway

678

Bozanic, Ingrid. CONTEMPORARY CHILDREN'S LITERATURE IN NORWAY. Children's literature: the great excluded, v. 3, 1974: 61–65.

PN1009.A1C514, v. 3

An essay relating Norwegian children's literature in many ways to its oral tradition of folktales and songs, such authors as Alf Pröysen, Thorbjörn Egner, and Anne-Cath. Vestly being shown as clearly influenced. The author notes the preference, above "socially aware" books, for simple, naive, and perhaps old-fashioned stories—in a land where children seem to remain children longer than in America.

679

Hagemann, Sonja. BARNELITTERATUR I NORGE, 1850–1914. Oslo, H. Aschehoug, 1970. 302 p. (Z1037.5.H3)

English summary: p. 279–282.

Bibliography: p. 290–[297].

Continuation of an attractively produced history of children's literature in Norway, the first volume of which appeared under the title *Barnelitteratur i Norge inntil 1850* (*Children's Literature in Norway up to 1850*) (see *Guide*, item 982). A further volume covers 1914–70 (1974. 327 p. PN1009.N6H3).

The well-known Norwegian historian-critic notes that "Children's literature is placed in a wider perspective and is seen as an aspect of the entire cultural life. . . . To a certain extent, then, the history of children's literature evolves into what is actually a history of children."

A short outline of children's literature in the western world precedes a discussion of major developments in Norwegian children's books, from the 1880s chiefly, since the period from 1850 until then is considered the foundation of what was to come.

Notes; list of illustrations; name index.

Smaller works of significant criticism by this literary historian include *Elling Holst; Norske barnerims plass i den fellesnordiske tradisjon* (*. . . Norwegian Children's Rhymes in the Northern Tradition*) and *Mummitrollbøkene; en litteraer karakteristikk* (*The Moomintroll Books; a Literary Characterization*), both published in Oslo, the first by Damm in 1969 (CT1308.H58H3) and the second by Aschehoug in 1967 (PT9875.J37Z7).

680

Skjønsberg, Kari. KJØNNSROLLER, MILJØ OG SOSIAL LAGDELING I BARNELITTERATUREN. [SEX ROLES, MILIEU, AND SOCIAL STRATIFICATION IN CHILDREN'S LITERATURE] Oslo, Universitetsforlaget [1972] 239 p. Z1037.S615

Summary in English.

Bibliography: p. [223]-230.

Considered to be a most important study of modern Norwegian children's literature, this aims to analyze the way children's books reflect the social patterns and the current norms and values in society, especially the sex roles. A survey of what boys and girls have read during the last fifty years is based on ninety-three books published in Norway for the first time during the years 1957–61 (including translations). These are compared with a similar list of books published during 1930–31 and their analyses.

Bookbird (v. 12, no. 3, 1974: 3–6) includes the author's article "Sex Roles in Children's Literature" which serves as an abstract of the book. Here she states her hypothesis that "the large marjority of children's books mirror the established norms and social patterns of the society in which they are published . . . and that children's literature functions socially to maintain and stabilize the social order."

See also items 574 and 595.

Portugal

681

Fontes, Vítor, Leonor Botelho, *and* Mário Sacramento. A CRIANÇA E O LIVRO; ASPECTOS PSICOLÓGICOS, PEDAGÓGICOS E LITERÁRIOS. [THE CHILD AND THE BOOK; PSYCHOLOGICAL, PEDAGOGICAL AND LITERARY ASPECTS] [Lisboa] Livros Horizonte [1970 or 71] 111 p. (Biblioteca do educador familiar, no. 1) Z1037.F65

"Mesa-redonda, com Correia da Fonseca [et al.]" p. [83]–111.

Three papers by well-known authorities, published here with reports of related group discussions, deal with bibliotherapeutic values of the book for the child.

682

Bravo Villasante, Carmen. PERSONALITIES IN SPANISH LITERATURE. Bookbird, v. 8, no. 4, 1970: 21–23. PN1009.A1B6, v. 8

"Ana María Matute: runner-up Hans Christian Andersen Award 1970" and "R. Riera Rojas" form two parts of this clear and knowledgeable, if brief, statement. The first discusses a novelist for adults who "turned her fine sense of poetry toward the world of children" in much translated, lyrical books of fantasy, adventure, and mystery. In 1972 she became a "highly commended" author for the Andersen Medal.

Discussion of the painter-illustrator Riera Rojas points out his work in publishing houses in Spain and elsewhere and his present teaching of illustrating. His drawings for a prizewinning *Don Quixote* represent some of his most famous work.

683

——— UTILITY, OR ART: A FORK ALONG THE ROAD TO PERMANENCE IN SPANISH CHILDREN'S LITERATURE. Wilson library bulletin, v. 48, Oct. 1973: 153–158. illus. Z1217.W75, v. 48

Illustrated with reproductions from pictures in fourteenth- and sixteenth-century books, this article, in the magazine series on "children's classics in a non-classical age," emphasizes that although Spanish children's literature is "generally unknown to the English-speaking world . . . the works of our Classic writers are notable, and from them stem all the roads which lead to our modern literature."

Mrs. Bravo Villasante states further that the aesthetic purpose of children's literature is the only valid direction in an excessively utilitarian world; it "explains the validity of the classics, which reflect permanent values insofar as they are esthetic values, and which also on occasion may teach great lessons." Summary statements follow about the reading of Spanish children up to the mid-nineteenth century—early ballads, narrative poems, fables and legends, short stories and novels of chivalry (including Prince Don Juan Manuel's *Count Lucanor* and Fernán Caballero's ["the Brothers Grimm of Spain"] *Mythology* and *Fairy Stories*). Singled out are two outstanding twentieth-century writers for children: Elena Fortún, "who revitalized the tale and the children's novel," and José María Sánchez Silva, an "outstanding present-day author."

684

Diaz, Janet W. ANA MARÍA MATUTE. New York, Twayne Publishers [1971] 165 p. (Twayne's world authors series, 152: Spain) PQ6623.A89Z6

Defining the subject (an Andersen Medal Highly Commended author) as “one of Spain’s three or four most important novelists of the post-Civil War period (1939 to the present),” this bio-critical study analyzes Matute’s writing for adults and for children, the latter being based on “the unique collection of Matute juvenilia and unpublished manuscripts which the novelist donated in 1965 to the Mogar Library of Boston University.”

The writer examines influences, a childhood of illnesses and fantasizing (influenced by Carroll and Andersen), isolation from current affairs during the pre-Civil War years, and loss of “paradise” in the “atrocious” world of war. She finds that in the stories the “treatment of the child and adolescent is certainly the outstanding achievement of her characterization. . . . The typical Matute character is the solitary, isolated child or adolescent, often handicapped [often an orphan]. . . . Closely seconding this type is the rebellious youngster, who . . . usually feels closer to— and more accepted by—the lower strata of society, or the society of outcasts.” Along with fantasy in her juvenile fiction is a concern for social justice (as seen in *El polizón del “Ulises”* [*The Cabin Boy of “Ulysses”*]).

Selections from the short stories have been recorded by the author for the Archive of Hispanic Literature on Tape at the Library of Congress (No. 4386, Recorded Sound Section, Music Division, also in the Latin American, Portuguese, and Spanish Division).

Rosa Romá’s *Ana Mạ Matute* (Madrid, E.P.E.S.A. [1971] 202 p. PQ6623.A89Z86) includes an anthology of stories (p. 147–174), a chronology, a bibliography of the author’s work by date, and a bibliography of critical works about her (p. 189–202).

685

Díaz-Plaja, Aurora. LA BIBLIOTECA A L’ESCOLA. Pròleg de Marta Mata. Barcelona, Editorial Nova Terra [1970] 327 p. illus. (Collecció Nadal)
Z675.S3D54

A manual for the establishing and organizing of a school library. Books cited as examples are chiefly those for older children, but the bibliography encompasses all levels. To provide a uniform pattern for cataloging and classifying books to serve children at school, catalog cards for Catalan books considered most essential to a school library are reproduced in facsimile (p. [127]–327). The bibliography arranges children’s books by subject and adds a long list of professional works for the librarian, including also titles produced in many other countries (many, from earlier in the century, are now superseded or lack a statement of later editions).

A later work by this librarian is also aimed at those setting up school libraries: *Biblioteca en la escuela* (*The School Library*) (Barcelona, Editorial Nova Terra [1973] 233 p. illus.). It deals with the importance of reading, illustration, and awards; the library (practical guidance for setting up a library and cataloging and classifying books); and books (bibliographies of books for children and young people and of professional literature).

686

Instituto Nacional del Libro Español. LLIBRES EN CATALÀ. [BOOKS IN CATALAN] Barcelona, 1970. 316 p. GR&B-CBS

An unannotated, unselected catalog of books in print in the Catalan language for all ages includes: ages four to nine years (p. 215–226); ten to twelve years (p. 226–231); thirteen to fifteen years (p. 232–236); special subjects (p. 237–245); and adolescents (p. 245–252).

687

Martínez-Menchén, Antonio. NARRACIONES INFANTILES Y CAMBIO SOCIAL; LA NARRATIVA INFANTIL Y EL FUNCIONALISMO LITERARIO. [CHILDREN'S STORIES AND SOCIAL CHANGE; THE JUVENILE NARRATIVE AND FUNCTIONALISM IN LITERATURE] [Madrid, Taurus Ediciones, 1971] 116 p. (Cuadernos Taurus, 111) PN1009.Z6M3

Includes bibliographical references.

A long essay on how children's literature has changed and adapted to modern times proceeds from Perrault, Daniel Defoe, and Cervantes to Karl May, Edgar Rice Burroughs, and Ray Bradbury.

688

Múgica, Rafael. LA VOZ DE LOS NIÑOS [por] Gabriel Celaya [*pseud.*] Barcelona, Laia, 1972. 273 p. (Ediciones de bolsillo, 227) GN480.M83

Verses in Catalan, Basque, and Spanish for children's games, rhymes, tricks, circle games, follow-the-leader games, and lullabies. Interpolated paragraphs to interpret meanings and relate variants have interest for the folklorist and storyteller and provide some picture of child life.

Múgica, a Spanish poet of the neo-Becquesiano school, desired here to provide an exhaustive collection of children's song and word games.

689

Rovira, Teresa, *and* María del Carmen Ribé. BIBLIOGRAFÍA HISTÓRICA DEL LIBRO INFANTIL EN CATALÁN. Madrid, Asociación Nacional de Bibliotecarios, Archiveros y Arqueólogos [1972] 189 p. illus. plates. (Biblioteca profesional de ANABA. Bibliografías, 1) Z1037.7.R68

An introduction to this bibliography reveals its intent to include children's books published in Catalan up to 1939 (the Civil War), later works having been treated in other publications. The 2,172 numbered works are indexed for every possible usefulness in studying the content, including indexes for illustrations, printers, and types of materials. There are, also, a list of periodicals, brief biographical sketches of authors, a bibliography of studies of children's books in Catalan (with facsimile pages), and a bibliography of lists of books 1912–37.

Illustrated with reproductions from the children's books.

690

Spain. *Comisión de Informatión y Publicaciones Infantiles y Juveniles.*

PRENSA INFANTIL Y JUVENIL: PASADO Y PRESENTE. [CHILDREN'S AND JUVENILE PRESS, PAST AND PRESENT] (Textos y documentación: Jesús María Vázques et al.) Madrid, 1967. 122 p. PN4835.S6

A survey of newspapers and periodicals published for children and young people with an examination of the great changes in printed media during the 1950s and 1960s. Appendixes evaluate a number of the periodicals.

Andres Romero's *Prensa juvenil* ([Madrid] Doncel [1967] 300 p. illus. PN4835.R6) also surveys periodicals published for children and adolescents and contains technical information on layout, typography, and distribution.

Sweden

691

Ågren, Bengt, *comp.* RECENSIONER AV BARN- OCH UNGDOMSBÖCKER; EN PROTOTYP TIL ETT HJÄLPMEDEL FÖR UNDERVISNING I GRUNDSKOLAN. [REVIEWS OF CHILDREN'S LITERATURE; A PROTOTYPE FOR AN EDUCATIONAL AID IN THE COMPREHENSIVE SCHOOL.] [Göteborg] Pedagogiska institutionen, Lärarhögskolan i Göteborg, 1973. 111 p. (Pedagogiska institutionen, Lärarhögskolan i Göteborg, Rapport, nr. 45) LB5.G64, nr. 45
At head of title: LIGRU-projektet.

A research project of the Research Planning Bureau of the Swedish National Board of Education which was carried out by the Department of Educational Research at the Gothenburg School of Education. It concerns the reading by pupils of seven to sixteen years of age in the Swedish compulsory nine-year school.

Two central concerns are reading of children's literature as "a valuable means of reaching not only art oriented objectives but objectives stated for the Comprehensive School as a whole" and the function of instruction to encourage pupils to read whole literary works instead of excerpts. To make these possible, "teachers and pupils should be informed of newly published literature for children and young people. Reviews published in the daily press offer an educational aid that can be collected and used for this purpose." The report includes reviews for Swedish authors Maria Gripe, Lilius Sandman, Sven Christer Swahn, Katarina Taikon, Sven Wernström, and Siv Widerberg, as well as for translated writers such as Katherine Allfrey, Alan Garner, and Otfried Preussler.

692

Ahlström, Gunnar. DIE WUNDERBARE REISE; EIN BÜCHLEIN ÜBER SELMA LAGERLÖFS NILS HOLGERSSON. [THE WONDERFUL JOURNEY; A LITTLE BOOK ABOUT SELMA LAGERLÖF'S NILS HOLGERSSON] Aus dem Schwedischen von Walther Beyer. Stockholm, Schwedisches Institut, 1956. 58 p. illus. 4PT Swed. 322

A celebrating analysis of Selma Lagerlöf and the Swedish classic which she had written on request fifty years before to serve as a reader for the Swedish elementary schools.

A map, portrait, facsimile manuscript page, photographs showing editions in many languages, and reproductions of drawings from the book illustrate this pamphlet volume.

693

Alfvén-Ericksson, Anne-Marie, Margareta Strömstedt, *and* Karin Strandberg. JAG VILL LÄSA! BÖCKER FÖR BARN OCH UNGDOM. [I WANT TO READ! BOOKS FOR CHILDREN AND YOUNG PEOPLE] [Utg. av Barn- och ungdomsboksrådet. Stockholm, Falkenbergs Tryckeri, 1972] 39 p. illus.
Z1037.5.A44

"För Barn-och ungdomsbokstrådet—svensk sektion av International Board on Books for Young People IBBY."

A discussion of types of books for various tastes and ages of children, including choices for reading aloud, with a list of titles appended to each section.

694

Auraldsson, Kerstin, *and* Lillemor Tönvall-Olsson. SAGOSTUNDEN. EN FÖRTECKNING ÖVER BILDBAND, SKIVER OCH BÖCKER. [THE STORY HOUR. A LIST OF FILM STRIPS, DISCS, AND BOOKS] [Lund] Bibliotekstjänst [1972] 107 p. (Btj-serien, 47)
Z1037.5.A94

Recommendations for the story hour—for children aged three to five and for the five-years-and-up group: picture books (coded for available film strips and recordings); film strips; stories (also coded); story collections; verse and song collections (coded for discs); and a discography of books, stories, and songs.

A supplement to the bibliography outlines plans for story hours, combining film strips with books and music. Here internationally favorite picture books are suggested, with lists of appropriate accompanying recordings and songs.

695

BARN, BÖCKER OCH SAMHÄLLE. [THE CHILD, BOOKS AND SOCIETY] En debattbok om barn och litteratur under red. av Kerstin Allroth och Christer Sundström. [Stockholm] Prisma [1970] 130 p. illus. (Verdandi-debatt, nr. 55)
Z1037.B27, nr. 55

A survey in essays by a number of inquirers into the role of children's books today—"from a Marxist viewpoint," says Mary Ørvig in *Children's Books in Sweden 1945–1970* (item 708). The work of numerous well-known creators of children's books is commented upon in the context of discussions among a number of authors of the political book, race relations, violence, newsstand popular literature, mass merchandise, and other aspects of modern culture.

696

Barn och kultur. v. 16+ 1970+ Lund, Bibliotekstjänst. bimonthly. illus.
Z671.S5

With volume 16 *Skolbiblioteket (Guide,* item 1000) appears under this new name, in an attractive, illustrated format. Signed book reviews (by Lorentz Larson, Margot Nilson, David Englund, and others) cover fiction, nonfiction, and works for teachers. Lisa-Christina Persson and Birgitta Lundborg contribute a regular bibliography of professional works.

Articles include critiques on authors and illustrators of young people's books (e.g. on Astrid Lindgren, no. 6, 1970, and on Maria Gripe, no. 2, 1971) and Mary Ørvig's "Detektivberättelsen" ("Detective Stories"), with bibliography (no. 5, 1971).

697

Bergman, Pär. Studier kring Tant Grön, Tant Brun och Tant Gredelin. [On the picture books about Aunt Green, Aunt Brown, and Aunt Lavender] Stockholm, Bonnier, 1971. 115 p. illus. (Skrifter utg. av Svenska barnboksinstitutet, nr. 1) PT9875.B565Z56, nr. 1

With a separate four-page English summary (a translation by literary historian Roger G. Tanner) this bio-critical study of Elsa Beskow is the first in a series of writings initiated by the Swedish Institute for Children's Books. The fully illustrated work focuses on the five immensely popular large picture books (1918–47) about Peter and Lotta, Aunt Green, Aunt Brown, Aunt Lavender, and Uncle Blue plus others in "the idyllic setting of a small, oldfashioned town."

The summary refers to the analysis of Elsa Beskow's composition and narrative style as revealing a "far more conscious artist even as an author than one might suppose . . . in many respects she employed the same technical devices as Hans Christian Andersen." The writer points to comedy, gentle satire, irony, and genuine atmosphere—if anachronistic in details.

698

Björlin, Carin, *and* Kerstin Linderberg. Läsbiten, ett urval böcker för Dig som är ny på biblioteket. [Reading pieces, a selection of books for the one who is new at the library] [Lund] Bibliotekstjänst [1970] 74 p. illus. (Btj-serien, 30) Z1035.5.B53

A classified catalog of recommended titles on topics of interest in the late 1960s. Brief notes accompany the entries.

See also Kerstin Linderberg's *Läsa lätt* [*Easy to read*] *(Guide, First Suppl.,* item 538), now in a second enlarged edition, 1972.

699

Bolin, Greta, Eva M. von Zweigbergk, *and* Mary Ørvig. barn och böcker. En orientering. [Child and books; an introduction] Stockholm, Rabén & Sjögren, 1972. 334 p. illus. PN1009.A1B57 1972

A standard work containing, in a vivid picture of the Swedish children's book world, discussion of books for children by age groups, from picture books to classics and nonfiction for young people. This edition follows six earlier ones, from 1945 on, of a similar production by these children's literature specialists, the sixth revised edition having been published in 1970 (PN1009.A1B57 1970).

Extensive booklists, author and title indexes, brief bibliography of Scandinavian and English works about children's literature.

700

CHILDREN'S BOOKS IN SWEDEN. [Translated by Roger Tanner. Stockholm, Boktryckeri AB Thule, 1971] 19 p. illus. GR&B-CBS

". . . reprinted from a children's book number of Svensk Bokhandel" (Z407.S84).

Charlie Hafström's "Child Sweden—Population 1.7 Million" (p. 4–9) deplores the "far too many books being published for children and teenagers" while at the same time it suggests that there is "still scope for more books and new departures." Stressed is the need for adults to be both interested in and well informed about what is available. A statistical analysis of publishing in 1969 is appended.

Lars Furuland, University of Uppsala, supplies an explanatory piece on the "major step forward" of introducing the study of children's and young people's literature in "practically all the courses comprised by the new block subject Swedish." He adds "Examples of University Programmes" and a detailed syllabus followed at Umeå University, citing lecture topics and reading assignments.

The third article in this reprint is Mary Ørvig's (p. 14–19) on the Swedish Institute for Children's Books, its work and that of some of its foreign precursors. Listed here is "A Selection of Swedish Graduate Theses" available at the institute.

701

Fridell, Lena. BARNBOK OCH BARNBOKSFORSKNING (THE CHILD'S BOOK AND RESEARCH IN CHILDREN'S LITERATURE). Under red. av Lena Fridell Stockholm, Almqvist & Wiksell, 1972. 146 p. illus. Z1037.F86

Eight essays on various aspects of books and reading for children, by teachers, scholars, and writers in the field of children's literature, including Göte Klingberg and Lennart Hellsing, and by Margot Nilson, a specialist in school librarianship. They discuss many specific books, as well as comics and criticism; their bibliographies and notes, like these, have an international range. The editor's foreword summarizes conditions affecting children's reading today, notes previous writings by the authors of these pieces and by others, and poses questions for research.

Author and title indexes.

702

Furuland, Lars, Örjan Lindberger, *and* Mary Ørvig, *comps.* BARNLIT-

TERATUR I SVERIGE. LÄSNING FÖR BARN OCH BARN BOKSPROGRAM I URVAL. [CHILDREN'S LITERATURE IN SWEDEN. CHILDREN'S READING AND CHILDREN'S BOOK SELECTION] Stockholm, Wahlström & Widstrand, 1970. 491 p. illus. (Alma-serien, 22) PZ57.F85B3

Prepared to serve as reading for students given lectures on children's literature in Swedish universities. In the new introductory course "Literature, Society and the Reading Public," children's books are presented during two weeks out of six. This first Swedish anthology for such study has biographical and critical notes prefacing examples from famous works—Comenius and Aesop, eighteenth- and nineteenth-century international selections leading to sections for "Sagor" (tales), "Rim, ramsa, nonsensvers" (rhymes and nonsense), "Vers och visa" (poetry and life), "Program och debatt" (from Locke, Rousseau, and the Edgeworths to modern fiction).

Author index.

703

Klingberg, Göte. BARNLITTERATURFORSKNING—EN INTRODUKTION. [CHILDREN'S LITERATURE RESEARCH—AN INTRODUCTION] Stockholm, Almqvist & Wiksell [1972] 205 p. Z1037.K58

Bibliography: p. 186–198.

Guidance for those undertaking research, evaluating materials, making bibliographies, and analyzing findings. Klingberg's substantial international bibliography cites significant studies.

See also Göte Klingberg on translations, item 525.

704

Larson, Lorentz. BILD I BOK. [3 uppl.] PICTURE AND BOOK. [Falkenberg, Barn- och ungdomsbokrådet, 1971] 36 p. illus. NC986.L36 1971

Some sixty Swedish children's book illustrators are accounted for in an attractive pamphlet edited for the Swedish section of the International Board on Books for Young People by a former school library director.

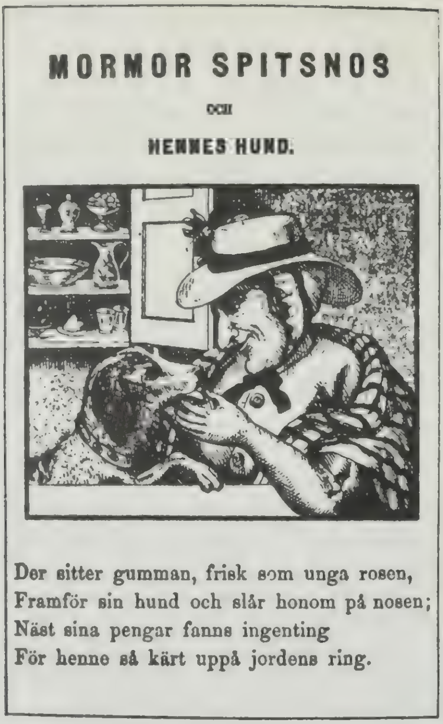
Given for each artist (some also are authors) are dates and occasional other biographical data, books illustrated, and honors won; for each also examples of his work are reproduced.

705

LÄSNING FÖR BARN. ORIENTERING I DAGENS BARNLITTERATUR. [READING FOR CHILDREN, AN INTRODUCTION TO CURRENT CHILDREN'S LITERATURE] Red.: Gunila Ambjörnsson och Margareta Strömstedt. Boklistor: Siv Lundmark i samarbete med Gerd Hillman och Eva Wickman. [Stockholm] Bonnier [1971] 190 [18] p. illus. (Barnen och vi)

Z1037.L17

A compact, illustrated collection of concise essays, by a number of Swedish authors and critics, which center on questions of reading and kinds of books, each with a bibliography. Individual writers and



MORMOR SPITSNOS

OCH

HENNES HUND.

Der sitter gumman, frisk som unga rosen,
Framför sin hund och slår honom på nosen;
Näst sina pengar fanns ingenting
För henne så kärt uppå jordens ring.

From an 1874 Swedish edition of Mother Hubbard. *Reproduced from* Barnlitteratur i Sverige *(Stockholm: Wahlström & Widstrand, 1970) by Lars Furuland, Örjan Lindberger, and Mary Ørvig.*

illustrators have special attention (for example, there is a chapter on Tove Jansson's Moomin books).

A pamphlet similar in purpose and content, compiled by Margareta Strömstedt together with Anne-Marie Alfvén-Eriksson and Karin Strandberg for the Swedish Section of the International Board on Books for Young People, is entitled: *Jag vill läsa! Bocker för barn och ungdom* (Falkenberg, Falkenberg's Tryckeri [197-?] 39 p.) Articles are written by David Englund, Lennart Hellsing, Ingegärd Martinell, and Qui Nyström.

706

Lindgren, Astrid, *and* Eva von Zweigbergk. THE ROAD TO SUNNAN ÄNG. A DIALOGUE BETWEEN AN AUTHOR AND A CRITIC. Bookbird, v. 9, no. 1, 1971: 37–55. PN1009.A1B6, v. 9

With introductory remarks by Mary Ørvig, this dialogue is translated from its published form of eleven years earlier in Swedish and has appended to it a chronological list of Mrs. Lindgren's works issued in Swedish from 1944 to 1970.

Critic Eva von Zweigbergk appraises the kinds of books written by Mrs. Lindgren, inculcating here the views also of Olle Holmberg, literary historian, about the "masterpiece" *Mio My Son*, "the eternal story of the youthful optimistic dream and the longing and fear in a child's mind."

Mrs. Lindgren's lengthy defense of her "darkness and terror" (in the Knight Kato of *Mio My Son*) rests on children's known liking for the traditional tale of cruelty and gruesomeness and the fact that they are not easily frightened. Her general defense continues with explanation of her intentions in *Pippi Longstocking*.

The fourteen-page (small print) bibliography with its list of translations (including publishers and dates) and history of each title as published in Swedish (dates, various editions, and illustrators) is most valuable and a model piece as "the first bibliographic survey of Astrid Lindgren's collected works published outside Sweden." The selection of fifty writings about Mrs. Lindgren omits Swedish interviews and newspaper articles; it does include Scandinavian periodical articles, parts of books, and unpublished theses in Swedish and German.

707

Nordlander, Johan, *comp.* SVENSKA BARNVISOR OCH BARNRIM. Facsimileutgåva med tillägg, inledning och register av Lars Furuland. [SWEDISH CHILDREN'S SONGS AND RHYMES. A facsimile issued with a supplement, introduction and index by Lars Furuland] (Utg. av) Samfundet för visforskning. [Stockholm] Bok & Bild, 1971. xix, 326 p.
PT9595.N6 1886a

Facsim. of the 1886 ed.

A generous compendium of 846 folk rhymes, poetry, games, and songs (both attributed and anonymous) listed with their variants. The new introduction by Furuland gives an historical overview of the collecting and names important collectors. It is followed by the original foreword in which Norlander tells how he did his gathering of the material and where he went.

708

Ørvig, Mary. CHILDREN'S BOOKS IN SWEDEN 1945–1970; A SURVEY. Vienna, Printing Office of the Austrian Children's Book Club, 1973. 50 p.
PN1009.S907 1973

An updating and amplification by the director of the Swedish Institute for Children's Books of *Barnböcker i Sverige 1945–1965* by Lorentz Larson and Mary Ørvig (see *Guide*, *First Suppl.*, item 536).

Prize lists and author-title index.

Published also in French.

709

——— A COLLAGE: EIGHT WOMEN WHO WRITE BOOKS IN SWEDISH. Horn

book magazine, v. 49, Feb.-Apr. 1973: 17–23, 119–126.
Z1037.A1A15, v. 49

A talk given by the director of the Swedish Institute for Children's Books during her lecture tour of the United States in 1972. Her subjects, perceptively analyzed, are Astrid Lindgren, Tove Jansson, Irmelin Sandman Lillius, Edith Unnerstad, Brit C. Hallquist, Anna Lisa Wärnlöf, Maria Gripe, and Gunnel Linde. All of them, says Mrs. Ørvig, "share the virtue of being able to write at the child's own level."

710

——— SÅ SKULLE FLICKOR VARA. [HOW A YOUNG GIRL SHOULD CONDUCT HERSELF] Stockholm, Natur och Kultur [1973] 207 p. BJ1610.O35

An anthology of fifty-six extracts from manuals of etiquette for girls, from books published in Sweden between 1727 and 1910: twenty-one of Swedish origin, eight French, thirteen Anglo-American, and twelve German. The study was initiated out of collecting material for a history of the girl's story but Mrs. Ørvig says, "Before going any further into the history of books for girls then I had to find out about the social status of girls and women, above all the educational opportunities that were open to them." Thus evolved this work presenting two hundred years of feminine images and books of etiquette.

List of sources for extracts printed; English summary (p. 194–198) translated by Roger Tanner; index.

711

Peterson, Hans. BARN, BARNBOK, BARNBOKSFÖRFATTARE. [CHILDREN, THE CHILDREN'S BOOK, THE CHILDREN'S BOOK AUTHOR] [Illus. av Staffan Lindén] [Stockholm] Geber [1970] 98 p. (En Geber pocket)
PN1009.A1P45

A bibliography (p. 97–98) lists fifty-nine books published 1945–69—picture books, stories for children, novels for young adults—the fourteen countries in which these have been translated, and TV and theater productions.

712

Sveriges allmänna biblioteksförening. *Specialgruppen för barn- och tonårsverksamhet*. 6 ÅRS BÄSTA BARNBÖCKET 1965–1970. ETT KVALITETSURVAL SAMMANSTÄLLT AV SAB:S SPECIALGRUPP FÖR BARN-OCH TONÅRVERSKSAMHET. [SIX YEARS OF BEST CHILDREN'S BOOKS, A CATALOG COMPILED BY THE SWEDISH LIBRARY ASSOCIATION'S SPECIAL SECTION ON WORK WITH CHILDREN AND TEEN-AGERS] [Lund] Bibliotekstjänst; [Solna, Seelig], [1971] 72 p. (Btj-serien, 39) Z1037.5.S9, 39

A supplement to Bibliotekstjänst's bibliography of best children's books 1944–64 (see *Guide*, item 998a). Appended are author-illustrator and title indexes and lists of winners 1950–71 of the Nils Holgersson award for writing and for 1958–71 of the Elsa Beskow illustrator award.

713

Sweden. *Arbetsgruppen för barn- och ungdomsbiblioteksfrågor*. BARN I BIBLIOTEK. EN IDÉHANDBOK OM AKTIVITETER OCH SAMARBETSFORMER. [THE CHILD IN THE LIBRARY. A HANDBOOK OF IDEAS FOR ACTIVITIES AND FORMS OF COOPERATION] Utart. av SÖ:s arbetsgrupp för barn- och ungdomsbiblioteksfrågor, Lund, Bibliotekstjänst, 1972. 210 p. illus. (SAB-serien, 9)
Z718.1.S93 1972

Includes bibliographies.

A survey of Swedish library work for children and young people with discussion of many forms of activities conducted for them in libraries. The names of six librarians in a working group appear on various portions of the work—for cooperation with community institutions, storytelling, puppetry, music, games, clubs, exhibitions, displays, theater, and films. Reports of such activities in specific localities are included and related bibliographies provided.

714

Taranger, Anton. 1,500 TITLAR FÖR SKOLANS BOKSAMLINGAR. EN KOMMENTERAD GRUNDFÖRTECKNING FÖR MELLAN- OCH HÖGSTADIET. [1,500 TITLES FOR SCHOOL BOOK CENTERS. AN ANNOTATED BASIC LIST FOR INTERMEDIATE AND ADVANCED LEVELS] [Lund] Bibliotekstjänst [1970] 270 p. (Btj-serien, 27)
Z1037.5.T35

Edited by Charlotte Brattström

A classified catalog of recommended titles keyed to middle- or upper-school interest. Most of the entries have a brief note.

In 1970 was issued also: *Från hästar till frimärken; 500 bra faktaböcker för barn.* [*From Horses to Stamps; 500 Good Fact Books for Children*] 72 p. (Btj-serien, 26).

In 1973 the same agency issued the following two supplements: *700 titlar för skolans boksamlingar: svenska, matematik, språk, orienteringsämnen; supplement I till 1500 titlar.* [*700 Titles for School Book Centers: Swedish, Mathematics, Language, Informational Materials; Supplement I to 1500 Titles* 112 p. (Btj-serien 50), and *För skola och fritid; 300 boktitlar i de estetisk-praktiska ämnena*. [*For School and Spare Time; 300 Book Titles for Aesthetic-Practical Materials*] 75 p. (Btj-serien, 51).

715

Topelius, Ann-Sofi, *and* Christer Topelius. GIANTS AND TROLLS IN SWEDEN. Illustrated by Svenolov Ehrén. Translated by Lorna Downman. [Stockholm] Bokförlaget Fabel [1961] [31] p. illus.
GR225.T6613

Swedish oral tradition and brief representative tales are presented together. The types of supernatural beings introduced and described include the giant, troll, gnome, Tomten or brownie, elf, wood-nymph, water spirit, Nix and water-horse, water-nymph, werewolf, nightmare ("in reality humans who have been transformed during sleep"), and the devil ("the most dangerous"). Each species is pictured in a full-page woodcut.

716

VILL DU SPELA TEATER? EN KOMMENTERAD KATALOG ÖVER BARNPJÄSER UPPSTÄLLD I INTRESSEOMRÅDEN. [DO YOU WANT TO PLAY THEATER? AN ANNOTATED CATALOG OF CHILDREN'S PLAYS ARRANGED BY TYPE] [Lund] Bibliotekstjänst [1969] 128 illus. (Btj-serien, 21) Z5784.C5V55

Includes bibliographies.

The plays are mysteries, comedies, based on folktales, for holidays and seasons, historical, Biblical, and about animals, with a section also for puppet plays.

Contains a foreword by Elsa Olenius, well known for her children's theater work.

717

Wik-Thorsell, Anna L. BERÄTTA FÖR BARN UTAN BOK OCH MED. [Teckningar: Fibben Hald] [STORYTELLING FOR CHILDREN WITHOUT BOOK AND WITH. (Drawings by Fibben Hald)] [Stockholm] Rabén & Sjögren [1974] 126 p. illus. LB1042.W54

Bibliography: p. 125–126.

Practical suggestions on how to tell a story, including examples of short stories, folktales, anecdotes, parts of longer works, and action stories suitable for sharing.

List of collected works containing stories to tell.

718

Winqvist, Margareta. DEN ENGELSKE ROBINSON CRUSOES SÄLLSAMMA ÖDEN OCH ÄVENTYR GENOM SVENSKA SPRÅKET. [THE STRANGE SURPRISING ADVENTURES OF ROBINSON CRUSOE OF YORK THROUGH THE SWEDISH TRANSLATIONS] Stockholm, Bonnier [1973] 107 p. illus. (Skrifter utgivna av Svenska barnboksinstitutet, nr. 2) PR3403.Z5W5, nr. 2

Summary in English.

Includes bibliographical references.

A second study published by the Swedish Institute for Children's Books (for the first, *see* item 697), this work deals with fifty-nine Swedish translations and adaptations of Daniel Defoe's *Robinson Crusoe* (omitting other so-called Robinsonades). It aims to cover historical and bibliographical aspects and to show how deliberate or unconscious adaptations have been made to the demands of a particular period. Thus it considers subtle deviations in translations and similarly analyzes illustrations.

Among the treatments studied are those of the most important adapters Joachim Heinrich Campe and Gustav Adolf Gräbner, mini-editions for adults, picture-book versions, color-illustrated editions for young children, a large bibliophile edition, and later translations and illustrations. Of eighteen editions published since 1940, fourteen are new translations or adaptations in some of which "undue monotony and slackness" result from modernization of usage; others are found to be excessively adapted.

Bibliography with complete bibliographical details for all Swedish editions (1738–1973).

Switzerland

719

BILDERBUCH—BILD DER WELT. 28 SCHWEIZER BILDERBUCH-KÜNSTLER. [THE PICTURE BOOK—A PICTURE OF THE WORLD. 28 SWISS PICTURE-BOOK ARTISTS] [Zürich, Schweizerische Werbestelle für das Buch des Schweizerischen Buchhändler- und Verlegervereins, 1972] 40 p. illus., ports. NC988.B54

A catalog for a traveling exhibit mounted by the Swiss Association of Booksellers and Publishers to celebrate UNESCO's 1972 International Book Year. The small, paperbound catalog provides for each of the twenty-eight artists represented brief biographical facts, a list of books illustrated, a photograph of the artist, and a small reproduction or two from the art of each (plus a full-page reproduction each for Alois Carigiet, Paul Nussbaumer, and Felix Hoffmann).

720

BÜCHER FÜR DIE JUGEND 1972. [BOOKS FOR YOUTH 1972] Zürich, Schweizerischer Lehrerverein. 1972. 130 p. GR&B-CBS

The first issue of an annual selective book list. It classifies children's books as picture books, fairy tales and fantasy, stories about contemporary surroundings, and nonfiction. The classification scheme used in Swiss public libraries is included. Also listed are the winners of the Swiss Jugendbuchpreis, an award given annually since 1943 by the Swiss Teachers Association.

721

Chessex, Jacques. LES DESSINS D'ÉTIENNE DELESSERT. [THE DRAWINGS OF ÉTIENNE DELESSERT] [Lausanne] Bertil Galland [1974] 39 p. 23 leaves of plates. illus. NC293.D44C48

A short bio-critical essay is followed by commentary on Delessert's drawings and a listing of books, magazines, films, and shows in which his work has appeared.

722

Deulin, Charles. LES CONTES DE MA MÈRE L'OYE AVANT PERRAULT. Genève, Slatkine Reprints, 1969. 377 p. PQ1877.A72D4 1969

First published in 1879, this examines and compares Perrault's tales with counterparts found in such sources as the Panchatantra, Boccaccio, and Basile. The author points out textual differences—omissions, additions, and alterations—paralleling, for example, Perrault's "La Belle au bois dormant" with Basile's "Le Soleil, la lune et Thalie," and "Rose des bois" with the brothers Grimm's "Dornröschen." In conclusion Deulin pays tribute to Perrault for sensitive treatment of the oral stories.

723

Hürlimann, Bettina. Paul Nussbaumer. Bookbird, v. 8, no. 2, 1970: 75–77. PN1009.A1B6, v. 8

A bio-criticism of the Swiss artist who turned from advertising art to painting and the illustration of children's textbooks and picture books. A list of the latter and of Nussbaumer's exhibitions and awards is added.

724

Nöhbauer, Hans F. Von A-Z im Kinderland. [From A to Z in children's land] Zürich, Droemer [1970] 359 p. illus. (part col.) PN1009.A1N65

A useful "who's who" of characters—human heroes, gods and goddesses, and other figures— in German-language children's classics (original or translations). A short retelling of the story places the person within it. Biographical notes for twenty authors (five of them German) are provided in alphabetical order.

Intended as a book of cheerful information for children and also as an encouragement for adults to reread or tell the stories, it lacks scholarly notes.

Handsomely produced, with 175 illustrations, many in color.

725

Ostertag, Hansjörg. Micky Maus und Superman. Comics als Lesestoff für unsere Kinder? [Mickey Mouse and Superman. Comics as reading for our children?] Meiringen, Brügger [1972] 47 p. illus. (Schriftenreihe der Schweizerischen Vereinigung Schule und Elternhaus, nr. 33) PN6710.O8, nr. 33

Includes bibliographical references.

A brief study intended to provide elementary information and advice for parents and teachers. A short survey of the history of picture stories is followed by discussion of the psychological aspects of a child's consumption of comics. It points out that there has been no real research into psychic consequences, but that it has become clear that comics absorbed without other reading matter leads to uncritical reading.

726

Schweizer schule. [Schools in Switzerland] v. 1+ 1914+ Zug, Katholischer Lehrerverein der Schweiz. semimonthly. GR&B-CBS

Considered to be the most important Swiss-German magazine introducing articles about children's literature, occasional reviews, book news, and reading lists (separately printed).

In the issue for April 1, 1971 (p. 265–282) appears a substantial, if brief, view by Stefan M. Fuchs and Christoph B. Mächler of the life and work of Jules Verne. This includes a chronological list of Verne's most important titles: "Science Fiction und Utopien," short stories, geographies, and little articles; an analysis of specific works; and a bibliography about Verne and his work.

727

Uffer, Leza. FRANKREICH UND DEUTSCHLAND IM MÄRCHEN. VERSUCH EINER GEGENÜBERSTELLUNG. [FRANCE AND GERMANY IN FAIRY TALES. AN ATTEMPT AT COMPARISON] [St. Gallen, 1970] 27 p. GR550.U35

(Beilage zum 114. Jahresprogramm 1970/1971 der St. Gallischen Kantonsschule.)

Bibliography: p. 27.

A short study, comparing two tales by Perrault—"The Sleeping Beauty" and "Cinderella"—with corresponding versions told by the brothers Grimm, focuses on differences between the French and German mentalities through analyses of word choices, metaphors, and syntax.

EASTERN EUROPE

Bulgaria

728

Bosev, Asen. CHILDREN'S LITERATURE IN BULGARIA; EFFECT OF READING UPON THE CHILD'S DEVELOPMENT. Bookbird, v. 10, no. 3, 1972: 14–18.
PN1009.A1B6, v. 10

A paper delivered at the thirteenth Congress of IBBY.

Stressing that the role of reading is highly valued, by Bulgarian authors and teachers especially, Bosev (a well-known author of children's books himself) quotes the views of Russian writers Belinskii, Gorkii, and Pushkin on the effectiveness of reading as an educational tool—for the formation of "reason, fantasy and creative power"—and notes that these opinions are also rooted in the minds of every mother and teacher.

Among classic Bulgarian authors he points to Petko Slaveikov, Ivan Vazov, and Elin Pelin who have written poetry, stories, and plays for children and adds that a clear upswing in Bulgarian children's literature followed his country's release from fascism.

729

Dimitrov-Rudar, Petŭr. Sŭvremennostta i detskata literatura; izsledvane. [Present-day juvenile literature; a research paper] Sofii͡a, Bŭlgarski Pisatel, 1971. 170 p. PN1009.B8D57

A critical and historical look at Bulgarian children's literature, from the standpoint of a comparison between capitalist and progréssive (socialist) views of contemporary social and political life.

730

I͡Ankov, Nikolaĭ. Detstvo i detska literatura. [Children and children's literature] Sofii͡a, Bŭlgarski Pisatel [1971] 273 p. illus., ports. PN1009.B8I25

A critical survey of Bulgarian juvenile literature, dealing chiefly with the craft of writing for children and its development in Bulgaria.

Includes illustrations from books discussed and portraits of important Bulgarian authors.

731

Kirova, Elena N. Komplektuvane na uchilishtnite biblioteki; metodichersko rŭkovodstvo. [Building the school library collection; a methodological handbook] Sofii͡a, Dom na literaturata i izkustvata za detsa i i͡unoshi, 1971. 73 p. Z675.S3K54

Bibliography: p. 73.

Discussion of the basis and meaning of the library collection, principles of selection and techniques, organization of catalogs, and other operations.

732

Rabotata na bibliotekite s mladezhite; sbornik ot statii. [Library work with youth; collected essays] [Sustavitel I͡Anko Klisurski; redaktor Khristo Khadzhikhristov] Sofii͡a, Nar. Biblioteka Kiril i Metodii, 1971. 147 p. Z718.5.R32

Bibliography: p. 142–145.

An anthology containing articles by Bulgarian authors who share their own experiences of librarianship, together with other pieces translated from Soviet authors. The former have been published previously; the latter derive from *Bibliotekar* and from a collection entitled *Biblioteki S.S.S.R.* All together, these describe library work with preteens and are directed particularly to library workers beginning their careers. With a bibliography, they highlight reading matter related to professional development.

Czechoslovakia

733

Bulletin. no. 1+ [1970]+ Praha, Společnost prátel knihy přó mládež

A bulletin, produced in English, of book news, reviews, and articles compiled "several times each year" by the Czech section of the International Board on Books for Young People.

"News" comprises accounts of committee activities and "branches in the various districts and towns of the Czech Socialist Republic," Czech celebration of International Children's Book Day, and award announcements.

A description of aims for the Circle of Children's Book Lovers (the IBBY section) appears in issue no. 1 (p. 2–4). Among these are intents to serve as an information center for foreign countries, to cooperate with its counterpart Slovak organization, to support research, and to influence contemporary book production for children.

734

Chaloupka, Otakar. HORIZONTY ČTENÁŘSTVÍ; AKTIVITA, PROMĚNLIVOST VÝCHOVA ČTENÁŘSTVÍ PUBESCENTNÍHO DÍTĚTE. [HORIZONS OF READING; ACTIVITIES WITH AND READING EDUCATION FOR YOUNG ADULTS] Praha, Albatros [1971] 126 p. (Knižice teorie dětské literatury) Z1037.C42

Summary in German.

Bibliography: p. 126–[127]

A study by a leading authority, a lecturer in children's literature. He deals here with reading preferences during puberty, a time he views as important for the young person searching for a new identity and adapting to the world of adults. This is, therefore, a significant time for his developing a taste for quality literature. He stresses that there must be available to the young person books which answer his needs to recognize reality, anticipate later adult experiences, and find enrichment and completion of his world.

Also by Otakar Chaloupka, with Vladimir Nezkusil, is *Vybrané kapitoly z teorie dětské literatury* ([*Selected Chapters on the Theory of Children's Literature*] Praha, Albatros, 1973. [v. 1+] PN1009.A1C49). This contains summaries in Russian and German, plus a bibliography.

735

CZECH AND SLOVAK ESSAYS ON CHILDREN'S LITERATURE. [By] František Holešovský [and others.] [Constance: Konstanzer Hus-Gesellschaft] 1973. 100 p. (Postilla Bohemica, Zeitschrift der Konstanzer Hus-Gesellschaft, 3) PN1009.A1C9

Translated and introduced by Stuart Amor, this comprises "Notes on the Interpretation of Children's Literature," by Ján Kopál (see also item 742); "Great Simplicity," by Jaroslav Tichý; "Art in the Nursery," by Otakar Hostinský; and "Artistic Illustrations in Education" and "The Aesthetic Value of Illustrations and the Process of Perception in Children," both by František Holešovský, author of *Form and Language in Illustration for Children* (item 738).

A section of book reviews in German ("Rezensionen," p. 91–99), discusses Czech and Slovak children's books available in German translation. Some of these, including writings by Jiří Trnka and Luděk Pešek, are also available in English.

Mr. Amor points out in his introduction, "The Scholarly Approach to Children's Literature" (p. [3]–14), that the discussions exemplify the Czechoslovak and German consideration of children's literature as a subject worthy of "scientific" analysis, and he pinpoints three main features of children's literature in Czechoslovakia: the unusual significance of folklore, the emphasis on the aesthetic element, and the concept of a socialist literature for children. He provides biographical details for the essayists and analyzes their contributions in general.

736

Děti, mládež a knihovny v Jihočeském kraji. Sborník o práci s knihou mezi dětmi a mládeži v knihovnách Jihočeského kraje. [Sest. B. Trnka] [Children, young people, and libraries in South Bohemia. Articles covering work with books, children, and young adults in the libraries of South Bohemia] C. Budějovice, Krajska knihovna, 1973. 92 l. Z718.1.D38

Children's librarians from various types of libraries contributed papers and essays to this collection to show the rapid development of library work in certain parts of Czechoslovakia.

737

Dieťa, literatúra, autor. Interpretácia. Zborník. [Children, literature, authors. Interpretations. Papers.] Pripravila Ján Kopál, Pavol Plutko, a Ján Poliak. Na úvod: Stanislav Šmatlák [Bratislava] Mladé letá, 1970. [i.e. 1971] 131 p. (Otázky detskej literatúry) PN1009.S5D5

A collection, edited by Ján Kopál, Pavol Plutko, and Ján Poliak.

Introduction by Stanislav Šmatlák. Introduction also in German.

Nine seminar lectures covering such questions as poetry, reality and fantasy, form, patterns, and quality in children's books. These illustrate new methods of interpreting children's books which aim to contribute to a theory of children's literature as art experience and a means of communicating. Full reports of the discussions following each are appended to the papers.

738

Holešovský, František. Tvár a reč ilustrácie pre deti. [Form and language in illustration for children] Uvodom Ján Poliak. Bratislava, Mladé letá, 1971. 195 p. illus., plates (col.) NC965.H6417

Translation of *Tvář a řeč ilustrace pro děti.*

Summaries (p. 170–191) in English, German, and Russian.

A richly illustrated study of "artistic illustration in contemporary children's books in Slovakia. Neither a survey of the historical development of this illustration, nor a comprehensive study on the wide range of the genres and problems of illustrations in children's books have been intended here."

Addressed to theorists, teachers, and parents, the various chapters relate illustration to art and literature "with which it jointly forms a book as a whole"; seek to determine the essential functions of artistic illustration; and discuss fairy tale illustration (citing the work of Albin Brunovsky and Vera Bombova), laughter and humor in illustration (noting, particularly Josef Lada), the picture in books for the youngest children, and the significance and utilization of artistic illustration in education (e.g. artistic illustration in textbooks).

Author-illustrator index; list of illustrations, by chapter (added reproductions, in color, on unnumbered insert pages, are not listed here).

See also the author's article "The Function of Illustrations in Children's Books" (*Bookbird,* no. 1, 1966: 3–6).

739

Hykeš, Pravoslav, *and others*. 50 let Státní pedagogické knihovny Komenshého v Praze, 1919–1969. [50 years of the Comenius State Pedagogical Library in Prague, 1919–1969] Praha, Státní Pedagogické Nakl. [1969] 144 p. plates. Z796.P695H9

At head of title: Státní pedagogická knihovna Komenského v Praze, Ústřední pedagogická knihovna.

Each of the four sections of this research center, founded in 1919 as part of the Czechoslovak Comenius Institute, is described in an English summary: (1.) The Suk Library of Children's Literature which assembles Czech and Slovak children's books and a selection of foreign-language literature for study purposes—to serve both teachers and pupils—and which compiles annually a list of the Czech and Slovak books published by the State Publishing House of Children's Literature; (2.) the Comeniana Department with a collection (some two thousand volumes) of the writing of Comenius and literature about him, founded in 1954; (3.) The Department of Textbooks and Mimeographed Teaching Texts, founded in 1953; and (4.) The Department of Aesthetic Education, with a record library, founded in 1955.

It is noted that about ten thousand books and periodicals are added yearly to the Suk Library which, in 1969, had some thirty-four thousand volumes issued from the beginning of the eighteenth century to this time.

740

Jahrmann, Werner, *and* Eva Glistrup. Práce knihoven pro děti a mládez. Materiály z 35. plenárního zasedání IFLA, podsekce knihoven pro děti. [Library work with children and young people. Papers from the 35th IFLA congress, Sub-section of Library Work with Children] [Redaktor: Ladislav Kurka] [Praha] Městská knihovna, 1970. 29 p. Z718.1.J34

At the 1969 IFLA meeting in Copenhagen Dr. Jahrmann, then chairman of the Arbeitskreis für Kinderbibliotheken (working group for children's libraries) in the German Federal Republic, pointed out the various kinds of work in children's libraries while Eva Glistrup, children's librarian in Frederisksund, described the latest development in children's libraries and school libraries in Denmark, especially the new trends following the revision of the Library Act in 1964.

Translated from the official IFLA German text (item 546).

741

Jiří Trnka. [Sborník vzpomínek. Kresby: Jiří Trnka] [A collection of recollections. Designer: Jiří Trnka] [Praha] Československý spisovatel. [1971] [34] p. illus., plates (part fold., part col.) (Bohemia)

PN1978.C9J5

These memories and letters of friends of the Hans Christian Andersen medal winner include fourteen separate recollections, among which are those of František Hrubín, Ota Janaček, and Jiřina Skupová. Each selection is illustrated with a drawing by Jiří Trnka, some of which are three-fold spreads.

742

Kopál, Ján. Literatúra a detský aspekt. [Literature and its relationship to the child] Bratislava, Slovenské pedagogické nakl., 1970. 195 p. (Štúdie 2, Kabinetu literárnej komunikácie Katedry slovenského jazyka a literatúry Pedagogickej fakulty v Nitre, 2) PN 1009.A1K63

The first, main essay of this compilation, which deals with the criticism of children's literature in Slovakia from 1918 to 1945, shows as do the following ones—about the writings of Hronský, Ondrejov, and Horak, and about the children's magazine *Slniečko*—the increasing weight of literary criticism in proportion to pedagogical emphases.

743

Kožík, František. Světlo v temnotách: bolestný a hrdinský život Jana Amose Komenského. [Light in the darkness: the painful and heroic life of J. A. Komenského] V Praze, Státní pedagogické nakl., [1970] 173 p. illus. LB475.C6K62 1970b

Bibliography: p. [174]

A short, introductory biography of Comenius (born Jan Amos Komenský), written in an informal, pleasant manner. The second edition was published in 1960 under the title: *Bolestný a hrdinský Život J. A. Komenského*.

744

Križanová, Anna. Zastúpenie a využívanie literatúry pre deti v knižniciach na Slovensku; záverečná správa z výskummu. [Providing and using children's books in slovak libraries; final report of a research study] Martin, Matica slovenská, 1972. 146 p. Z718.1K74

Includes bibliographical references.

The author, a children's librarian, wrote this work as a special project to earn a promotion. A compilation of statistical materials from throughout the Slovak Socialist Republic, it aims to set forth patterns for children's library service for various sizes of communities (there is only one "city" in Slovakia). It considers the most beloved children's books, the classics, and the social and educational backgrounds of the area.

745
Mach, Helga. CZECH AND SLOVAK CHILDREN'S BOOKS. [Stuttgart? 1970] 11 l. GR&B—CBS

Typescript.

A paper given at the 1970 International Summer School, in Lochem, the Netherlands, sponsored jointly by the Loughborough (England) School of Librarianship and the Bureau Boek en Jeugd (the Hague).

The author, Czech educated and now a teacher of children's literature in Stuttgart, West Germany, surveys traditional and modern children's literature in the Czech and Slovak languages, on artistic grounds and in its relation to the "geographical situation, political history, and cultural connections with other countries."

A three-page bibliography of the books mentioned is divided into: pre-World War I; The First Republic and World War II, 1918–1945; pioneer groups and political education; poetry for children; fantastic stories; and children and teenagers in everyday life.

746
Nezkusil, Vladimír. SPOR O SPECIFIČNOST DĚTSKÉ LITERATURY. [ARGUMENTS FOR A SPECIFIC CHILDREN'S LITERATURE] Praha, Albatros [1971] 86 p. (Knižice teorie dětské literatury) PN1009.A1N4

Using nursery rhymes, fairy tales, and adventure stories as examples, the author points out new psychological aspects in their language patterns which are useful for communication.

747
Poliak, Ján. PODOBY A PREMENY LITERATÚRY PRE MLÁDEŽ. [THE FACES AND CHANGES OF LITERATURE FOR YOUTH] [Bratislava] Mladé letá [1970] 335 p. (Otázky detskej literatúry) PN1009.S5P64

Includes bibliographical references.

Articles gathered from serial publications over a number of years concern theoretical aspects of literature for youth and include critiques of individual works and literary periodicals.

748
PRÁCA S LITERATÚROU VO VÝCHOVNOM SYSTÉME PIONIERSKEJ ORGANIZÁCIE SOCIALISTICKÉHO ZVÄZU MLÁDEŽE: ZBORNÍK REFERÁTOV Z METODICKEJ KONFERENCIE. [WORK WITH LITERATURE IN THE EDUCATIONAL SYSTEM OF THE PIONEER ORGANIZATION OF THE SOCIALIST UNION OF YOUTH: PAPERS PRESENTED AT THE ABOVE CONFERENCE] [Konferenciu viedla a zborník referátov do tlače pripravila Lýdia Kyseľová] Bratislava, Mladé letá

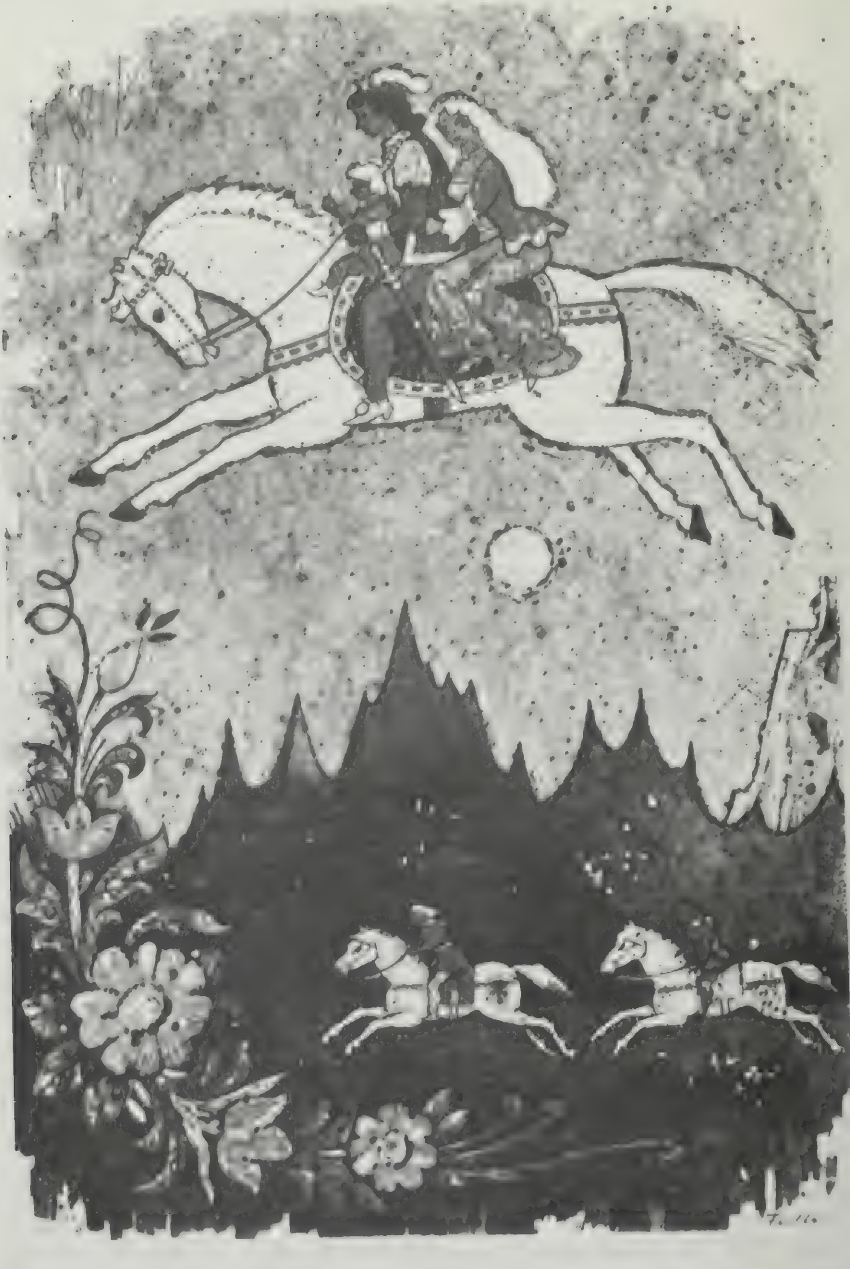


Illustration by Ľudovít Fulla from Slovenské rozprávky *(Bratislava: Mladé letá, 1966) by Pavel Dobšinský. Reproduced by permission.*

[1974] 251 p. (Edicia Otázky detskej literatúry) Z1037.A1P65

A collection of papers concerned with the place of literature in socialist education. These point out the role of books in teaching children to see, understand, and love beauty in a socialist society, showing them the importance of work, of respecting people, and of valuing heroes of the past and present. They also deal with the book's importance in developing the child's personality. Further, these discuss the availability of books, the stimulation of interest in reading through magazines, literary games, and works which have been dramatized for the theater, radio, and TV.

749

Ríha, Bohumil. ZATVRZELÝ SEN. [OBDURATE DREAMS] [Praha, Albatros, 1973] 144 p. PN1009.A1R54 1973

A small collection of Ríha's short notes about authors and illustrators of children's books (František Hrubín, Václav Řezác, Helena Zmatlíkolvá, Jiří Trnka, and others) and his essays on children and reading. An epilogue by Otakar Chaloupka evaluates Ríha's books for children and his pedagogical writings.

750

Schmidová-Hornišová, Eva. BIBLIOGRAFIA PRODUKCIE VYDAVATEL'STVA MLADÉ LETÁ ZA ROKY 1950–1969. [BIBLIOGRAPHY OF BOOKS PRODUCED BY THE PUBLISHING HOUSE MLADÉ LETÁ FOR THE YEARS 1950–1969] Bratislava, Mladé letá, [1971] 525 p. Z2139.S34

Introduction by Rudo Moric.

A full and well-arranged bibliography of 2,681 numbered entries. This includes not only the alphabetical (by author) list of children's books published by the state publishing house for Slovak children's books, but sections for works about children's literature, winners of awards, a chronological (classified) listing of publications by year from 1950 through 1969 (each with a number referring back to a fuller bibliographical entry).

751

Sliacky, Ondrej. BIBLIOGRAFIA SLOVENSKEJ LITERATÚRY PRE DETI A MLÁDEŽ 1918–1944. [BIBLIOGRAPHY OF SLOVAK LITERATURE FOR CHILDREN AND YOUNG PEOPLE, 1918–1944] [Bratislava] Mladé letá, 1970. 272 p. (Otázky detskej literatúry) Z1037.6.S54

With full bibliographical details, this Slovak catalog contains 799 numbered items. Chronological registers list, in three parts, poetry, prose, and plays.

See *Guide, First Suppl.* (item 570) for the compiler's similar Slovak bibliography, which covers the years 1945–64, and his later *Literatúra pre deti a mládež v národnom obrodení.* (*Children's and Young Adult Books as a Part of Our National Heritage*) (Bratislava, Mladé letá, 1973. 211 p. PN1009.S5S48).

752
Slovník slovenských spisovateľov pre deti mládež. [Dictionary of Slovak authors for children and young people] [Zostavovateľ a vedecký redaktor: Ondrej Sliacky] Bratislava, Mladé letá, 1970. 428 p.
Z1037.6.S565

As the team work of eight authors (Peter Horňák, Zlatko Klátik, Ján Kopál, Július Noge, Henrich Pifko, Ján Poliak, Vladimír Predmerský, and Ondrej Sliacky) this biobibliographical dictionary names 217 Slovak authors writing for children from the beginnings of a Slovak literature to 1968.

In addition to biographical notes and evaluations of the most important titles, the volume offers bibliographies of works by and about the authors, including articles in collections and periodicals. An appendix indexes pseudonyms and titles.

753
Stejskal, Václav. Zápas o vlastní hlas. [A fight for its own voice] [Předml.] Bohumil Říha. Praha, Albatros [1972] 127, [3] p.
PG5006.S8

Bibliography: p. 125–128.

A collection of Dr. Stejskal's bio-critical pieces on outstanding contributors to Czech children's literature and further essays on general subjects related to the literature.

754
Tenčik, František. Umění dětem. [Poetic art for children] Praha, Albatros, [1972] 111 p.
PN1009.C9T44

Includes bibliographical references.

Seven scholarly essays and lectures (1969–70) on poetic art and literary quality in children's reading, books of puppet plays, and the writings of František Halas, Josef Veromér Pleva, and Karel Höger.

755
Tichý, Jaroslav. Robinson and children's literary heroes. Bookbird, v. 11, no. 3, 1973: 9–15.
PN1009.A1B6, v. 11

Dr. Tichý examines the reasons why heroes in books read by a child are the reason for a book's living in the mind. He states: "If the central character in a book is to mean anything to them [young readers] he must first and foremost be capable of being for the reader the vehicle of such strong emotional categories as love, admiration and devotion." A successful book must have "the attributes of fantasy, humor and suspense" though these are not of general significance in "the child's codification of the literary hero."

With these thoughts in mind and seeking to discover the nature of Robinson, Tichý examines stories by Twain, Kästner, Molnár, and others—with their "oscillation between children's play and the most brutal social reality"—and considers the new kind of hero, like Gaidar's

Timur, the modern hero who must not merely defend the island of childhood against adults, but, competing with adults and acting to influence society, must "*interfere* with adult psychology."

756

Urblíková, Anna. Jiří Trnka. Bookbird, v. 8, no. 3, 1970: 66–71.
PN1009.A1B6, v. 8

A tribute to the Czech master of art in a fairy tale world of marionettes, animated films, and picture books, who since the end of the Czechoslovakian Republic in the thirties devoted himself "permanently" to illustrating. The select list of books illustrated by Trnka covers 1939–68.

757

Vesely, Marián. Slovak national artist Ludovít Fulla. Bookbird, v. 12, no. 4, 1974: 73–79. PN1009.A1B6, v. 12

A bio-critical presentation of a highly important contemporary Slovak painter, graphic artist, and illustrator who is "fully absorbed in depicting and developing a fanciful world," using the folk tradition as a starting point and giving his children's book illustration also an expressional aspect. He is credited with making many classical works well known and popular.

Includes a list of books illustrated by him and his awards.

758

Voráček, Jaroslav. Česká literatura pro mládež. Dějiny a teorie do r. 1945. [Czech literature for children. Events and theory up to 1945] Praha, Statní pedagogické nakl., 1971. 185 p. PN1009.C9V6

Summary in Russian.

At head of title note: Universita Karlova v Praze. Fakulta filosofická.

A history emphasizing social aspects of Czech children's books from the early nineteenth century. The three chapters—for the nineteenth century, early twentieth century, and post World War I years—include a survey in each of poetry, prose, magazines, children's reading, theory, and criticism. Each also has a section of short biographical sketches and bibliographies for individual authors (fifty-four altogether).

An extensive bibliography (p. 171–177) is arranged by single subjects.

759

——— Vývoj teorie a kritiky české literatury pro mládež (1830–1945). [The development of theory and criticism of Czech juvenile literature (1830–1945)] Praha, Universita Karlova, 1971. 109 p. (Acta Universitatis Carolinae. Philologica. Monographia 37, 1971)
PN1009.C9V64

Summary in Russian

Includes bibliographical references.

Although there has been increasing research on the history of children's literature, this is the first study on the history of Czech criticism of children's books. It points out the interacting influences of folklore, writing for children, and theory and criticism of children's literature, and reveals the change from bourgeois to socialistic aims.

German Democratic Republic

760

Altner, Manfred. Das sozialistische Menschenbild in der Kinder- und Jugendliteratur der DDR. [The socialistic human ideal in children's and young people's literature in the German Democratic Republic] Berlin, Kinderbuchverlag [1972] 79 p. (Resultate)
PN1009.G3A7

The author shows through representative examples (children's books by Auguste Lazar, Horst Beseler, Benno Pludra, Horst Bastian, and Max Zimmering) the desired backgrounds and plots for communistic and socialistic literature: class-warfare, class-feeling, promotion of the working class, the revolutionary tradition, solutions of conflicts, and the education of the socialistic personality. Bibliographic references are included.

761

Bulletin. DDR-Zentrum für Kinderliteratur, Berlin. v. 1+ 1970(?)+ semiannual. GR&B-CBS

Russian, English, French, and Spanish. Contents listing added.

Edited by the Socialist Children's Literature Board of East Germany and the German Democratic Republic Center for Children's Literature.

A journal containing essays, interviews, news of past and future events, conference and exhibition reports, and "personal data and documentation." Among informational pieces in various issues are: "Aims and Character of the Children's Literature and Art House in Sofia," "25 Years of the Children's Book Publishing House" (Kinderbuchverlag of Berlin), "Aims and Character of the Moscow Children's Book House," and "Results of the Work, Done by the Documentation Center at the GDR Center for Children's Literature." Reports cover annual meetings of the Committee for Socialist Children's Literature, the IBBY meeting in Brazil, and annual Children's Book Day.

762

Dahrendorf, Malte. Das Mädchenbuch und seine Leserin; Versuch über ein Kapitel "trivialer" Jugendlektüre. Mit einen Anhang über Mädchenbücher der DDR. [Girls' books and their readers; an attempt to investigate "trivial" juvenile reading. With an appendix discussing girls' books in the German Democratic Republic] Hamburg, Verlag für Buchmarkt-Forschung, 1970. 292 p. (Schriften zur Buchmarkt-Forschung, 21) Z319.S3, nr. 21

Includes bibliographies.

A comprehensive study of literary and cultural aspects of this special type of juvenile literature and something of its history. In order to reveal the motivations for reading typical girls' books, the author interrogated more than sixteen hundred girls about their favorite books and their opinions of some well-known girls' books. A brief study of girls' books in the German Democratic Republic, provided as an appendix, reveals their special situation, where this kind of reading is related to aims for political education.

763
Holtz-Baumert, Gerhard. ÜBERHAUPT BRAUCHEN WIR EINE SOZIALISTISCHE LITERATUR . . .; SKIZZEN VOM KAMPF UM EINE SOZIALISTICHE DEUTSCHE KINDERLITERATUR MIT EINEM DOKUMENTEN-ANHANG. [ON THE WHOLE WE NEED A SOCIALISTIC LITERATURE . . .; LITERARY SKETCHES CONCERNING THE STRUGGLE FOR A SOCIALISTIC GERMAN CHILDREN'S LITERATURE, WITH AN APPENDIX OF DOCUMENTS] Berlin, Der Kinderbuchverlag [1972] 126 p. (Resultate) PN1009.G3H66

In nine short chapters the author reports the first proclamations for and the first attempts at socialistic children's books in Germany in the late nineteenth century. He discusses the relationship of Heinrich Wolgast, Wilhelm Fronemann, Clara Zetkin, and Nadeshda Krupskaja to a special socialistic literature for children.

764
DAS KINDERBUCH; GEDANKEN UND ANSICHTEN. [THE CHILD'S BOOK; THOUGHTS AND POINTS OF VIEW] [Hrsg. von Renate Gollmitz. Einführung: Egon Schmidt] Berlin, Der Kinderbuchverlag, 1971. 309 p.
Z1037.A1K5

Bibliography: p. 279–[294]

In cooperation with librarians from Bulgaria, Czechoslovakia, Poland, and Yugoslavia, the compilers collected 495 quotations concerning children's literature by 193 international authors from 1524 to 1970, and arranged them in chronological order, thus also giving a survey on the history of criticism of children's books. For the twentieth century special attention is paid to authors who emphasize the necessity of socialistic writing.

Name and subjects are indexed in detail.

765
Ludwig, Nadeshda, *and* Wolfgang Bussewitz. SOWJETISCHE KINDERLITERATUR; IN UBERBLICKEN UND EINZELDARSTELLUNGEN. [SOVIET CHILDREN'S LITERATURE; SURVEYS AND MONOGRAPHS.] Unter Mitarbeit von G. Alder [et al.] Berlin, Kinderbuchverlag [1974] 328 p. ports.
PN1009.R8L75

Includes bibliographical references.

The fullest chapters in this gathering of new writings survey the fifty-year history of Soviet children's literature and its theory. Other essays analyze special subjects or genres in children's books—revolution and civil war, children in everyday life, adventure stories, science fiction, poetry, and stage plays for children.

An introduction points out the importance of Soviet children's books for the German Democratic Republic. Short biobibliographical notes on twenty-nine Soviet authors appear in an appendix.

766

Schmidt, Egon. DIE DEUTSCHE KINDER- UND JUGENDLITERATUR VON DER MITTE DES 18. JAHRHUNDERTS BIS ZUM ANFANG DES 19. JAHRHUNDERTS. [GERMAN LITERATURE FOR CHILDREN AND YOUNG PEOPLE FROM THE MIDDLE OF THE EIGHTEENTH TO THE BEGINNING OF THE NINETEENTH CENTURY] Berlin, Der Kinderbuchverlag [1974] 143 p. (Studien zur Geschichte der deutschen Kinder- und Jugendliteratur, 2) PN1009.G3S27

Includes bibliographical references.

The author emphasizes the lack of a history of children's literature from the point of view of dialectical and historical materialism, and designates this work as a first attempt to provide it. Thus children's books and reading are seen primarily in connection with social development and then in dependency on or in contradiction to the entire national literature.

Sequels are planned or are already in print.

767

Wegehaupt, Heinz, *comp.* DEUTSCHSPRACHIGE KINDER- UND JUGENDLITERATUR DER ARBEITERKLASSE VON DEN ANFÄNGEN BIS 1945; BIBLIOGRAPHIE. [CHILDREN'S AND YOUNG PEOPLE'S LITERATURE OF THE WORKING CLASS IN GERMAN-SPEAKING COUNTRIES FROM ITS ORIGIN TO 1945; A BIBLIOGRAPHY] Berlin, Kinderbuchverlag [1972] 103 p. (Resultate)

Z1037.3.W4

Compiled by the head of the Children's Book Section of the Staatsbibliothek in East Berlin, this is a first attempt to produce a comprehensive bibliography of this kind. It includes, within 1,101 items, German works published originally and solely in Germany, Austria, Switzerland, C.S.R. (the first Czechoslovakian Republic), and the USSR; books issued by persons in exile after 1933; and also those books published in the C.S.R. and USSR primarily for their German-speaking minorities and later exported to Germany. With its content arranged chronologically, the volume provides a survey of the development of a communistic and socialistic children's literature.

The items are keyed by number to a library holding each.

768

——— THEORETISCHE LITERATUR ZUM KINDER- UND JUGENDBUCH; BIBLIOGRAPHISCHER NACHWEIS VON DEN ANFÄNGEN IM 18. JAHRHUNDERT BIS ZUR GEGENWART NACH DEN BESTÄNDEN DER DEUTSCHEN STAATSBIBLIOTHEK, BERLIN. [A BIBLIOGRAPHICAL GUIDE TO CHILDREN'S AND YOUNG PEOPLE'S LITERATURE RANGING FROM THE EIGHTEENTH CENTURY TO THE

PRESENT, BASED ON THE BOOKSTOCK OF THE DEUTSCHEN STAATSBIBLIOTHEK, BERLIN] Mit Vorwort von Horst Kunze. München-Pullach, Dokumentation, 1972. xviii, 448 p. Z1037.A1W35

An international guide to theoretical source materials for children's and young people's literature. It recognizes that children's literature has increasingly become the subject of research—with lectures at universities, the establishment of national centers, and institutes promoting children's literature—and that a greater attention has been given to artistic design in children's books. The collection behind the bibliography contained in 1970 some fifty-nine thousand works for children and over twenty-two hundred studies, bibliographies, and journals shelved in the Children's Book Section of the National Library in East Berlin.

A companion volume, also compiled by Heinz Wegehaupt, cites works related to the D.D.R.: *Bibliographie der in der DDR von 1949–1971 erschienenen theoretischen Arbeiten zur Kinder- und Jugendliteratur* (Berlin, DDR-Zentrum für Kinderliteratur [1972] 78 p. Z1037.3.W38).

769

Weissgärber, Helga. WERNER KLEMKE. Bookbird, v. 9, no. 1, 1971: 64–68. PN1009.A1B6, v. 9

Werner Klemke is "one of the most popular artists in the German Democratic Republic," particularly known for his work as an illustrator of classics and for the picture-book stories of Benno Pludra and Fred Rodrian.

Of Klemke's work for an extensive edition of Grimms' fairy tales the author says, "Klemke achieves two important things with his work: he strengthens the didactic value of the story by making it more forcible through his illustrations, and he builds the young reader's first bridge to the fine arts."

A brief biographical citation includes the list of prizes won by Klemke. The "Selected list of books illustrated by Klemke" is chronologically arranged from 1954–69.

Hungary

770

Balatoni Beszélgetések [Balaton discussions], *Siófok, Hungary, 1972*. A KÖNYV ÉS A KÖNYVTÁR SZEREPE A NEVELŐ-OKTATÓ MUNKÁBAN [THE ROLE OF BOOKS AND LIBRARIANS IN EDUCATIONAL WORK] [Szerk.: Kelemen Elemér és Kisfaludi Sándor] Budapest [Országos Pedagógiai Könyvtár és Múzeum] 1973. 116 p. Z675.S3B22 1972

Summary in English and Russian.

On the occasion of International Book Year, the role of books and libraries became the subject of the annual Balaton discussions. Specialists dealt with many topics, including the tasks of the school library, the role of books in "the internal ripening of the children's personalities," the role of publishing (the Móra Ferenc Youth Publishing House), "The Hungarian Youth Literature of Today," by Dr. Béla Tóth, and "The Cooperation of School Libraries and Cultural Libraries," by Aranka N. Rácz. Papers were contributed also by Bulgarian and Slovak specialists.

771

Bikácsi, Lászlóné. GYERMEKKÖNYVTÁRAK A FŐVÁROSI SZABÓ ERVIN KÖNYVTÁR TÖRTÉNETÉBEN. [CHILDREN'S LIBRARIES AS SEEN IN THE HISTORY OF THE SZABÓ ERVIN LIBRARY] Budapest, Fővárosi Szabó Ervin Könyvtár, 1968. 304 p. illus. Z718.1.B54

Includes bibliographical references.

The development of Hungarian public libraries is seen to have been initiated by the establishment of a network centered in the Szabó Ervin Library and its branches in Budapest, set up by law in 1911 and modeled on the American public library. The discussion specifies how children's libraries should be established within general public libraries, emphasizing at the same time the place of the children's library in the educational system. It is noted that in 1957 a special course began to be offered at the Szabó Ervin Library for the training of children's librarians.

Photographs, dated from 1914 on, show busy children's rooms and a mobile library.

772

CSOPORTOS FOGLALKOZÁSOK GYERMEKKÖNYVTÁRAKBAN; TANULMÁNY GYÜJTEMÉNY. [PROGRAMS IN CHILDREN'S LIBRARIES; COLLECTED ARTICLES] [A tanulmányok szerzői: Bárdos Józsefné et al. Szerk. Tertinszky Edit] Budapest, Országos Széchényi Könyvtár. Könyvtártudományi es Módszertani Központ, 1971. 155 p. Z718.1.C86

Készült az Orságos Széchényi Könyvtár Könyvtártudományi és Módszertani Központ Oktatási Osztályának gondozásában.

Outlines for a variety of book-related library programs suggested month by month: poetry, music, puppetry (techniques, and a play), films, story-telling, visits to literary landmarks, museums and other sites, meetings with authors, and sessions on sports, careers, history, and such. Guidance is offered on how to conduct story hours, lead a discussion, and plan and issue a periodical, with a bibliography of books for leaders. Lists of books for children and audiovisual materials are included in relation to program subjects.

773

Képes, Ágnes. A GYERMEK- ÉS IFJÚSÁGI IRODALOM MAGYAR SZAKIRODALMA; BIBLIOGRÁFIA. [HUNGARIAN LITERATURE FOR CHILDREN AND YOUNG PEOPLE; A BIBLIOGRAPHY] Budapest [Könyvtártudományi és Módszertani Központ] 1971. 19 p. Z1037.6.K38

For librarians and teachers, an unannotated, mimeographed bibliography of background works related to books for children and young people.

774
Orth, Helen K. HUNGARY: STORIES OF HEROIC STRUGGLE. Wilson library bulletin, v. 48, June 1974: 826–831. Z1217.W75, v. 48

A critic who lives in Budapest sums up the literary traditions in Hungarian children's literature. She reports that a yearning for freedom and a bitterness for not having it became the inspiration for the nineteenth century, but from today sees that "no really significant work *for adolescents* has been published in Hungary" on the subject of World War II. For younger children today are the works of two classic authors who use folk motifs—Ferenc Móra and Elek Benedek—and there is the "great classic author" of the twentieth century, István Fekete, known for writing for children about nature and animals.

775
Rácz, Aranka N. LIBRARY PROVISION FOR CHILDREN IN HUNGARY. UNESCO bulletin for libraries, v. 28, July-Aug. 1974: 193–199.
Z671.U5, v. 28

The specialist in children's librarianship at the Ministry of Culture and Education reports on the development, from 1945, of children's and school library services in her country and plans for future expansion "to provide every child of school age with library material." She points to the 1952 law establishing children's library service within public libraries and the launching in 1971 of special training for children's librarians. The school library is noted to be directed to the school curriculum, the children's library to the encouragement of free reading. Main children's libraries are seen to organize extension courses for children's librarians, offer model programs, hold meetings for parents, teachers, and librarians, and publish bibliographies.

776
——— LIBRARY SERVICE PROGRAMME FOR YOUNG READERS UNDER EIGHTEEN. [Budapest? 1972] 12 p. GR&B-CBS
Bibliography.

A paper presented at the annual program meeting of the Sub-Section on Library Work with Children (IFLA).

With figures, other publishing information, statement of "Guiding Principles," and standards for various sized libraries, Mrs. Rácz, children's library specialist, gives a brief overview of the history of organized children's services in Hungarian libraries. This library development she shows to have resulted in the 1950s from the demand of children for books, a growing recognition of the importance of reading in education, the increasing publication of books for children, and the existence of a public library system.

777

Tóth, Béla. New trends in Hungarian literature for children and young people. Bookbird, v. 10, no. 1, 1972: 15–18.
PN1009.A1B6, v. 10

An analysis of the situation in children's book publishing (of the Hungarian Publishing House for Children's Literature) to supply material for required reading in schools and also for entertainment. "The demand that the intellectual stimulus which the child receives in the classroom be expanded and deepened through voluntary reading is self-evident. . . ." The publishing of leisure-reading books aimed to supplement materials in textbooks is apparent, for example, in the *History in Pictures* series and *From the Lives of Famous People* series. To supply vocationally trained young people who are out of school, the popular series *Kosmos* deals with themes from contemporary life and fantastic and scientific subjects.

778

Tóth, Jánosné. Gyermekkönyvtár az úttörőkért. [The children's library for the Young Pioneers] Budapest, Fővárosi Szabó Ervin Könyvtár, 1968. 36 p. (Tapasztalataink a gyermekkönyvtárakban, 7)
Z718.1.T65, 7

A work centering briefly on the cooperation between children's libraries and regional organizations of the Young Pioneers. It covers planning for Young Pioneer libraries and the furthering of aims by directing reading in relation to politics, literature, international relations, Hungarian history, and labor heroes, with concentration on the last twenty years of "democracy."

779

Vargha, Balázs. Children's literature in the future, Hungarian experiences concerning a problem of general interest. [Budapest? 1972] 13 p.
GR&B-CBS

A paper presented at the program meeting of the Sub-Section on Library Work with Children (IFLA) by the senior member of the Center for Library Science and Methodology in Budapest who regularly produces book-centered TV programs for young people's discussions with authors.

Mr. Vargha notes that "children's books, published lately, cannot come anywhere near the classics . . . or come too near . . . becoming mere imitators." He emphasizes further the urgent need for a reinterpretation of criteria for children's books and efforts (like his own) "to increase the scope of influence of books."

780

——— Gyermekirodalom. [Children's literature] [Budapest] OSZK Könyvtártudományi és Módszertani Központ, 1964. 61 p. illus. (A Könyvtárosképzés füzetei)
PN1009.A1V3

Bibliography: p. 58–61.

A work combining history and criticism that surveys in brief essays many genres of writing for children.

Mr. Vargha in *A gyerekkönyvtárak állományának elemzése* ([*An Analysis of Children's Book Collections*] Budapest, Országos Széchenyi Könyvtár, 1972. 70 p. Z718.1.V34) discusses practical matters related to the setting up of collections: budgets, acquisitions, the ratio between numbers of readers and volumes, and lending procedures.

See also item 779 for this leader's IFLA paper on "Children's Literature in the Future, Hungarian Experiences Concerning a Problem of General Interest."

Poland

781

Brzozowska, Zdzisława. ANDERSEN W POLSCH: HISTORIA RECEPCJI WYDAWNICZEJ. [ANDERSEN IN POLAND; HISTORY OF HIS RECEPTION AND PUBLICATIONS] Wrocław, Zakład Narodowy im. Ossolińskich, 1970. 122 p. illus. (part col.) facsims., port. PT8120.B7

"Bibliografia twórczości Andersena w Polsce w latach 1844–1965": p. 86–[109]

Includes bibliographical references.

This thorough study traces the transmission of Hans Christian Andersen's work throughout the world, using international reports and statistics and comparing it with the very thoroughly researched situation in Poland. It evaluates the quality of various translations and in a special chapter deals with Polish translations in polyglot editions of the fairy tales.

The chronological bibliography lists the contents of book editions and cites the appearance of single fairy tales in magazines, providing call numbers for works in the chief research libraries in Poland. An index arranged by titles of the fairy tales gives the Danish titles, original dates, and dates of Polish editions. Mentioned also are eleven fairy tales never published in Polish.

Forty-two pages of illustrations, partly in color, include portraits of Andersen, illustrations in early editions of the fairy tales in other countries as well as in Polish editions, and those of Polish artists (e.g. Grabianski) in foreign editions.

782

Grodzieńska, Wanda, *comp.* STUDIA Z HISTORII LITERATURY DLA DZIECI I MŁODZIEŻY; PRACA ZBIOROWA. [STUDIES ABOUT THE HISTORY OF LITERATURE FOR CHILDREN AND YOUNG PEOPLE; A COLLABORATION] Warszawa, Nasza Księgarnia. 1971. 214 p. PN1009.P6G7

Includes bibliographical references.

Miscellaneous essays by seven scholars cover wide areas in the development of Polish children's literature within the last 100 years: about the authors Jan Żabinski, Gustaw Morcinka, and Wiktor Woroszylski; about Janusz Korczak's *Krol Macius Pierwszy* (*Matthew, the Young King*) as a story and a film; nonsense in Polish children's books; biographies; and robinsonades.

783

Hadaczek, Bolesław. Wychowanie przez literaturę w Polsce międzywojennej; związki literatury dla dzieci i młodzieży z pedagogiką. [Education through literature in Poland between the wars; the relationship between literature for children and young people and pedagogy] Warszawa, Poznań [Państwowe Wydawn. Naukowe, Oddz. w Poznaniu] 1973. 123 p. (Wyższa Szkola Pedagogiczna w Szczecinie. Rozprawy i studia, t. 4) PN1009.P6H3

Bibliography: p. 98–[115]

A scholarly study reveals the educational aims of juvenile literature between World War I and World War II, when general pedagogical trends and their reflection in literature depended in part on the political situation.

784

Kaniowska-Lewańska, Izabela. Literature dla dzieci i młodzieży do roku 1864: zarys rozwoju; wybór materiałow. [Literature for children and young people up to 1864: outline of development; selection of materials] [Wyd. 2., zmienione i poszerzone. Warszawa] Państwowe Zakłady Wydawnictw Szkolnych [1973] 427, [12] p. illus PN1009.P6K3 1973

Bibliography: p. [419]–427.

"Tablica chronologiczna literatury dla dzieci i młodziezy do roku 1864" p. [429]–[437].

Part one of this basic work surveys first the history of Polish children's literature: children's reading available before the publication of books written especially for them in Polish; seventeenth- and eighteenth-century translations from other languages; and, finally, the first Polish authors to write for children in the nineteenth century. Special chapters deal with magazines and with criticism.

Part two comprises a selection of poetry and prose written by Polish authors and examples of criticism and "classical" translations into Polish.

The appended three-part chronological schedule arranges synoptically Polish literature in general, Polish children's literature (including translations into Polish), and the original titles and dates of children's classics translated into Polish.

785

Kruszewska-Kudelska, Anna. Polskie powieści dla dziewcząt po roku 1945. [Polish books for girls since 1945] Wrocław, Zakład Narodowy im. Ossolińskich, 1972. 202 p. (Z dziejów form artystycznych w literaturze polskiej, t. 29) PG7001.Z15, t. 29

At head of title: Polska Akademia Nauk. Instytut Badań Literackich.

Bibliography: p. [195]–197.

Examining the work of various authors and their specific books, this study deals with traditional stereotypes, the influence of adult novels on this writing, the aims of social and political education, and the problems of form and language.

786

Kuliczkowska, Krystyna. Dawne i współczesne problemy prozy dla dzieci. [Past and contemporary problems in prose for children] [Warszawa] Wydawnictwa Uniwersytetu Warszawskiego, 1972. 155 p. (Rozprawy Uniwersytetu Warszawskiego, 61) Z1037.6.K84, 61

Rozprawa habilitacyjna— Warsaw.

Includes bibliographical references.

This thesis for creditation in professional teaching discusses the place of writing for children within general literature and culture and deals with traditional and contemporary methods of research, terminology, and criticism.

787

——— Literature for children and young people in people's Poland. Polish literature/Littérature Polonaise, v. 7, spring-summer, 1974: 45–52. Z1035.A1P6, v. 7

In English and French.

A survey of three decades of writing for children which suggests that the increase in creation of this literature "is undoubtedly an indication that the revolutionary transformations . . . have acted as stimulus to the authors of children's books. . . . This concerns both ideological and artistic problems."

Inherited trends, from between the wars, are seen to be poetic creativity based on folklore—the production of stylized fairy tales and the intellectual wit and pure nonsense in verse by Julian Tuwim and Jan Brzechwa, whose works are considered "the classics" of Polish poetry for children (particularly the former's *The Locomotive*).

Further discussion concerns two types and styles of prose-writing. Especially noteworthy is the contemporary novel of realism, dealing with Nazi occupation and the Resistance, and, in the late 1950s, conflicts between children and adults and among young people themselves (Niziwrski and Ozogowska are cited as the most important writers dealing with these). The novel about young girls is also reported to have changed character, and an intertwining of fantasy and realism to have appeared for young readers.

Finally discussed are mass media, series books, and the great increase in literary research concerning children's and young people's literature.

788

"Ruch," Biuro Wydawnicze, Warsaw. Biuro Wydawnicze "Ruch;" vii wystawa ilustracji dla dzieci, 18 stycznia lutego 1969 r. Galeria Sztuki ZPAP. ["Ruch" Publishing Office, Warsaw. Seventh exhibi-

TION OF ILLUSTRATIONS FOR CHILDREN, JANUARY 18-FEBRUARY 2, 1969 AT THE SZTUKI GALLERY OF THE ASSOCIATION OF POLISH ARTISTS AND SCULPTORS] Warszawa, [1969] [82] p. NC989.P6R82

In this exhibition forty-seven artists showed 150 illustrations from fifty-four children's books. The catalog gives one or two examples (black-and-white reproductions) for each artist.

789

Skrobiszewska, Halină. KSIĄŻKI NASZYCH DZIECI; CZYLI O LITERATURZE DLA DZIECI I MŁODZIEZY. [BOOKS FOR OUR CHILDREN; OR, ABOUT LITERATURE FOR CHILDREN AND YOUNG PEOPLE] Warszawa, Wiedza Powszechna, 1971. 693 p. illus. PN1009.P6S55

Pointing out that dealing with children's books involves psychology, sociology, and pedagogy, the author discusses various types of literature for early childhood and up to adolescence, and the literary response to their elementary needs.

Bibliographical references are included.

790

——— LITERATURA I WYCHOWANIE; O LITERATURZE DLA STARSZYCH DZIECI I MŁODZIEŻY. [LITERATURE AND EDUCATION; ABOUT LITERATURE FOR OLDER CHILDREN AND YOUNG ADULTS] [Warszawa] Ludowa Spółdzielnia Wydawnicza [1973] 362 p. PN1009.P6S57

Includes bibliographical references.

A selection of the author's reviews and essays on miscellaneous aspects of literature for young people, first published in the periodicals *Wychowanie* [*Education*], *Nowy Książky* [*New Books*], and *Polonistica*.

Their common theme is a belief in self-education through books.

791

——— UŚMIECH, PRZYGODA, FANTAZJA; PORADNIK BIBLIOGRAFICZNY DLA MŁODZIEŻY OD 11 DO 15 LAT. [JOY, ADVENTURES, FANTASY; READING GUIDANCE FOR YOUNG PEOPLE FROM 11 TO 15 YEARS] Warszawa, 1973. 127 p. illus. Z1037.6.S53

At head of title: Biblioteka Narodowa. Instytut Bibliograficzny.

A fully annotated booklist edited at the National Library of Poland. It recommends fiction for older children, with the titles arranged according to their geographical backgrounds of continents and countries.

792

Słońska, Irena. PSYCHOLOGICZNE PROBLEMY ILUSTRACJI DLA DZIECI. [PSYCHOLOGICAL PROBLEMS OF ILLUSTRATIONS FOR CHILDREN] Warszawa, Państwowe Wydawnictwo Naukowe, 1969. 224 p. illus. (part col.)
NC989.P6S5

Table of contents also in French and Russian.

Bibliography: p. 221–[223].

The author of this comprehensive study points out the lack of basic research on children's general and individual perceptions of pictures at different steps in their development. Following discussion of the function of illustrations, the second part of the work presents the results of case studies done with especially provided materials (well illustrated here), to test the aesthetic tastes of children and their approach to illustrations, whether realistic, impressionistic, or expressionistic.

793

Warsaw. *Biblioteka Publiczna.* BIBLIOGRAFIA LITERATURY DLA DZIECI, 1945–1960; PRZEKLADY, ADAPTACJE. [BIBLIOGRAPHY OF CHILDREN'S LITERATURE, 1945–1960; TRANSLATIONS AND ADAPTATIONS.] Opracowały Alina Łasiewicka, Felicja Neubert. Warszawa, Stowarzyszenie Bibliotekarzy Polskich, 1971. 240 p. Z2524.W35, nr. 8

A bibliography of books for children translated or adapted from other languages into Polish in the post-World War II period.

A companion to this, covering children's books originating in the Polish, is the 1963 catalog compiled by Felicja Neubert and others (*see Guide,* item 1023).

Rumania

794

Jemăneanu, Nina. GHID PENTRU BIBLIOTECARUL ŞCOLAR. [GUIDE FOR SCHOOL LIBRARIANS] Bucureşti, Editura didactică şi pedagogică, 1974. 72 p. Z675.S3J45

A handbook for school librarians discusses the function of the school library, its organization, and its work with students.

795

Mironescu, Tereza. COPILĂRIE FERICITĂ; BIBLIOGRAFIE DE RECOMANDARE PENTRU PIONIERI ŞI ŞCOLARI. [HAPPY CHILDHOOD; A BIBLIOGRAPHY RECOMMENDED FOR PIONEERS AND PUPILS] Iaşi, Biblioteca GH. Asachi, 1973. 50 p. illus. Z1037.8.R6M57

A classified listing for young readers of tales, legends, stories and verses available in the Rumanian (some translated from other languages). Compiled by the Gheorgh Ashachi City Library.

796

Utan, Tiberiu. PE INTELESU COPIILOR. [FOR THE MINDS OF CHILDREN] Contemporanul, no. 23, June 1, 1973: 1, 9. AP58.R8C6, no. 23

In this weekly publication of the Council of Socialist Culture and Education, the director of Ion Creanga, specialist publishing house for children's books, established in 1970, discusses recent informational writing for children in Rumania. The article calls attention to the attraction for young readers of informational and reference literature and the major problem existing because of the present limited publication.

Naming authors, titles, and subjects, the publisher goes on to cite recommended "practical" books now available, the inauguration of certain encyclopedic volumes, and the expectation of a "much overdue" children's encyclopedia.

Union of Soviet Socialist Republics

797

A. P. Gaydar Central Children's Library [I. Z. Surikov] Children's Library of the Timiryiazev District [Moscow? 1970?] 9 l.
GR&B-CBS

A brief analysis of facilities, bookstock, and services, in a two-part mimeographed paper distributed at the IFLA congress in Moscow, August 1970, to children's librarians visiting these two children's libraries. The first part includes chiefly a list of items displayed for the IFLA Sub-Section on Library Work with Children, general facts about nationwide services, and a list of "Special institutions concerned with research into problems of children's literature, children's reading interests and children's library services function [?] in the country." The second article includes the questionnaire filled out by new readers to indicate their reading interests.

798

Akimova, A. N., T. M. Bonami, *and* V. D. Razova. Sovetskai͡a detskai͡a literatura perioda Velikoĭ Otechestvennoĭ voĭny; lekt͡sii po kursu "Detskai͡a literatura"; ucheb noe posobie dli͡a studentov. [Soviet children's literature of the period of World War ii; lectures from a course in children's literature; a teaching aid for students] [s.l.] Vladimir, 1971. 139 p. PN1009.R8A67

At head of title: Vladimirskiĭ gosudarstvennyĭ pedagogícheskiĭ institut. Dedicated to the twenty-fifth anniversary of "the victory over fascism," a manual highlighting an area in children's literature considered insufficiently dealt with elsewhere. The authors reveal the ideological and artistic wealth of children's literature of the war years and its value for the communist education of young people. Separate chapters deal with works that even today may assist in the task of providing Communist education for the younger generation.

Bibliography: p. 138–[139].

799

Begak, Boris A. Neissi͡akaemyĭ rodnik. (Detskai͡a literatura i narodnoe tvorchestvo) [An inexhaustible spring. (Children's literature and folk art)] Moskva, Znanie, 1973. 63 p. (Novoe v zhizni, nauke tekhnike. Serii͡a: Literatura, 1973, 10) PN35.N6 1973, no. 10

Literary criticism related to the use of folklore in children's books, those produced by contemporary Soviet writers and also by such classic writers as Pushkin, Ershov, and Nekrasov. It is pointed out that each of these has found and introduced something new and different in the folklore.

See also Mariîa Andreevna Nikitina's *Fol'klor v ėsteticheskom i nravstvennom vospitanii shkol'nikov* ([*Folk-lore in the aesthetic and moral education of schoolchildren*] Minsk, Narodnaîa asveta, 1968, 101 p. LC314.R9N5) for discussion of didactic purposes of children's folklore, in particular national tales, songs, proverbs, sayings, riddles and legends.

See also The Life and Work of the Soviet Illustrator Youri Vasnetsov (*Bookbird,* v. 12, no. 2, 1974: 42–46).

800

Boyd, Celia. THE CATCHER IN THE STEPPES: SOVIET ADOLESCENT FICTION IN TRANSLATION. Signal, no. 7, Jan. 1972: 13–30. PN1009.A1S39, no. 7

A teacher-training college lecturer in England discusses the attention given by certain Soviet writers in the 1960s to problems of adolescence—a "literary innovation in the USSR" that "coincided with a general softening of political attitudes." Three books are fully considered, each declared to be the result of J. D. Salinger's influence: Vadim Frolov's *What It's All About* (the relationship between adult and adolescent, 1968); Boris Balter's *Goodbye, Boys* (the tragedy of first love, 1963); and Vasily Aksenov's *A Starry Ticket* (adolescent recklessness, 1961).

Also pointed out is the fact that Salinger seems to have influenced the American Paul Zindel, who utilizes, as do the three Russians, Salinger's first-person, intimate autobiographic style, and emphasis on the freedom of the individual.

Since 1968, it is noted, "a much more stringent censorship has prevailed . . . and no other Soviet novels with an adolescent bias have appeared in translation."

801

Chernîavskaîa, ÎAdviga A. SOVETSKAÎA DETSKAÎA LITERATURA. [SOVIET CHILDREN'S LITERATURE] Pod red. N. M. Druzhininoĭ. Minsk, Vysheĭshaîa shkola, 1971. 343 p. PN1009.R8C44

Includes bibliographical references.

A tracing of the history of Soviet children's literature, with an analysis of the work of such leading children's writers as Barto, Marshak, and Gaidar. The book, compiled by the ministry of higher and secondary special education in the Belorussian SSR, is regarded as important for students at universities and pedagogical institutes and for teachers in both higher schools and kindergartens. It reveals that Soviet writers and teachers have one purpose: to educate the new person, the builder of communism. Children's books, it summarizes, should develop a communist world outlook, assist in the aesthetic and moral upbringing of children, and familiarize the young reader with life.

802

Chukovskiĭ, Korneĭ I. CONFESSIONS OF AN OLD STORY-TELLER. Translated by Lauren G. Leighton. Horn book magazine, v. 46, Dec. 1970: 577–591; v. 47, Feb. 1971: 28–39. Z1037.A1A15, v. 46, 47

The last work of Kornei Chukovsky, written in late 1969 just before his death at eighty-seven. The original Russian text appeared in two issues of the Soviet weekly, *Literary Russia* (*Literaturnai͡a Rossii͡a*), no. 368–369, Jan. 23–30, 1970.

The great children's poet discusses in particular his writing of *The Magic-Tree* (*Mukha-tsokotukha*) and *Doctor Ouch-It-Hurts* (*Doktor Aibolit*—a free adaptation of *Doctor Dolittle*), but talks also of his writing for children in general. Noting the child's instinctive desire for cheerful endings to his stories and songs—"happiness is the norm of life for little children"—he makes a commandment about the poet's necessary return to childhood, and says this must be added to those rules he published in his book *From Two to Five* (*Guide,* item 817).

Statements follow about the need for a children's poet to have discovered the "magnificent" Russian folklore and the ancient nursery rhymes of England, as well as the Russian poets. The children's poet's "return to childhood," he adds, is worth nothing if he has not earlier "stored up a thorough knowledge of his native and foreign literatures, and has not achieved the secret of their powerful aesthetics. . . ." As he said in *From Two to Five,* "The quality of children's verse must be measured by the same criteria used to measure the literary qualities of all enduring verse."

See also items 813 and 826 for critiques of this author's literary contributions.

803

DETSKAI͡A LITERATURA [CHILDREN'S LITERATURE] v. 7; Jan.-Dec. 1972. Moskva. 12 no. illus. Z1037.6.D44, v. 7

The issues of this volume of the Russian-language monthly (*Guide, First Suppl.,* item 616) contain discussions of the work of non-Russian children's authors in the outlying regions of the USSR. There are lists of books by 415 ethnic writers and reviews of outstanding books, numerous illustrations, including many reproductions in full color and photographic portraits.

804

Dul'neva, K. P., *and* G. M. Rudi͡akov. SAMUIL I͡AKOVLEVICH MARSHAK. BIBLIOGRAFII͡A KRITICHESKOĬ LITERATURY NA RUSSKOM IAZYKE ZA 1923–1967 GODY. [BIBLIOGRAPHY OF LITERARY CRITICISM IN THE RUSSIAN LANGUAGE FOR THE YEARS 1923–1967] Moskva, 1970. 59 p. Z8551.24.D85

At head of title: Akademii͡a nauk SSSR. Institut nauchnoĭ informat͡sii i fundamental'nai͡a biblioteka po obshchestvennym naukam.

A comprehensive chronological bibliography on Russian literary criticism of works by Marshak, a foremost Soviet writer for children.

Among the 633 items, in addition to books, are articles from educational periodicals and magazines for children.

805

Gaĭdar, Arkadiĭ P. SELECTED STORIES. Moscow, Progress [1973] 309 p.
PZ7.G125Se

Preceding three stories by this recognized writer (whose real name was Arkady Golikov), *The School* (1930), *Chuch and Geck* (1939), and *Timur and His Squad* (1940), is Lev Kassil's bio-critical introduction, "Arkady Gaidar and His Books." It places the hero-writer "in the vanguard of Soviet literature . . . a true son of the revolution . . . his life itself was like a soldier's song."

806

Galanov, Boris E. KNIZHKA PRO KNIZHKI. (DLI͡A SREDNEGO I STARSHEGO VOZRASTA) [A BOOK ABOUT BOOKS. (FOR JUVENILES AND YOUNG ADULTS)] Khudozhnik A. Tiurin. Moskva, Detskai͡a literatura, 1970. 96 p. illus.
PN1009.R8G3

The writer of this book about authorship takes examples from the works of such writers as Marshak, Olesha, Kataev, Gaidar, Polevoi, and Baaritsky and attempts to show how they created their books. He himself worked sometimes with Marshak. He observes that good books are sometimes painfully written, created slowly, and change drastically in the process of preparation of the manuscript for publication. Sometimes, he adds, the author is still perfecting it after it has reached the reader.

807

———SERGEĬ MIKHALKOV; OCHERK TVORCHESTVA. [SERGEĬ MIKHALKOV; AN ESSAY ON HIS ART] Moskva, Detskai͡a lit-ra, 1972. 133 p. illus., ports.
PG3476.M477G34 1972

First published in 1966.

A critique on a well-known Soviet writer who has produced many works for children as well as adults. Excerpts from his poetry are interwoven throughtout the text, which is enlarged from the earlier edition and is illustrated with additional reproductions of book covers, title pages, and other book art. The front endpaper shows color covers of Russian-language editions; the back spread reproduces covers of various foreign editions. A biographical sketch and list of writings are included.

808

Gankina, Ella. ALGUIRDES STEPONAVIČIUS. Bookbird, v. 8, no. 2, 1970: 71–74. illus.
PN1009.A1B6, v. 8

A Soviet critic, a "specialist for picture books," provides a bio-criticism of "one of the outstanding contemporary Lithuanian graphic artists," considering his double love for old folk art and contemporary art and his discovery of a point of contact. Individual titles are discussed and three illustrations, drawn in a fresh, lively folk spirit, are reproduced.

809

Hurėvich, É. S. BELARUSKAI͡A DZITSI͡ACHAI͡A LITARATURA, 1917–1967. [WHITE RUSSIAN CHILDREN'S LITERATURE, 1917–1967] Minsk, N̈auka i tékhnika, 1970. 310 p. illus. PN1009.W5H8

Includes bibliographical references.

The development of White Russian literature for children from the standpoint of its ideological, thematic, and stylistic characteristics, as well as its role in the moral and spiritual development of the generation.

810

INFORMATION ABOUT THE MEETING OF SOVIET AND FOREIGN ARTISTS AND ART CRITICS—SPECIALISTS IN CHILDREN'S BOOK ILLUSTRATION AND THE CONFERENCE OF EXPERTS OF THE THEORETICAL SYMPOSIUM BIB–73 ORGANIZED IN MOSCOW BY THE ARTISTS' UNION OF THE USSR AND SLOVAK NATIONAL GALLERY. [Moskva, Sovetskiĭ khudozhnik, 1972] 10 p. GR&B-CBS

The report of a conference held in Moscow under the chairmanship of the director of the Slovak National Gallery, July 18–24, 1972, for Soviet and invited foreign specialists when an exhibition of original Soviet children's book art and BIB (Biennale of Illustrations in Bratislava) prizes was mounted by the Artists' Union of the USSR. Critics and illustrators discussed contemporary problems of the illustrator: style and stylization, the "soul" age of an artist working in the field of the children's book, the necessity of deep and immediate penetration into children's psychology and perceptions, the need for close contacts between artist and writer, the role of illustration in scientific-cognitive books for children, and the problem of internationalism in the modern illustrated book for children.

A report released in both Russian and English.

811

Ishenov, Saĭnidin, Ivan P. Smoli͡anskiĭ, *and* Antonina A. Timina. KIRGIZSKAI͡A DETSKAI͡A LITERATURA, 1926–1966 GG. BIOBIBLIOGRAFICHESKIĬ SPRAVOCHNIK. [KIRGHIZ CHILDREN'S LITERATURE, 1926–1966. BIOBIBLIOGRAPHICAL REFERENCE BOOK] Frunze, Izd-vo Mektep, 1969. 483 p. illus. Z1037.8.K5I83

At head of title: Ministerstvo Kul'tury Kirgizskoĭ SSR. Respublikanskai͡a detskai͡a biblioteka.

Added title page: Kyrgyz baldar adabli͡aty.

Kirghiz and Russian.

A guide which provides a full listing of children's books published in the four decades 1926–66. An introductory essay on the development of children's literature in the Kirghiz SSR is followed by separate chapters on oral folk art, Kirghiz folksingers and storytellers, children's writers of both the Kirghiz and neighboring republics, and children's books translated into Kirghiz. Biographical information (with authors' portraits) is included.

812

Ivich, Aleksandr, *pseud.* Vospitanie pokoleniĭ; o sovetskoĭ literature dli͡a deteĭ. [Education of generations; about Soviet literature for children] [4. izd.] Moskva, Detskai͡a literatura, 1969. 462 p. ports.

Critical essays deal with such authors as Gaidar, Maiakovsky, Gorky, and Marshak and their contributions to children's literature.

813

Leighton, Lauren G. Homage to Kornei Chukovsky. Russian review. v. 31, Jan. 1972: 38–48. DK1.R82, v. 31

In this American quarterly devoted to Russia past and present, the writer pays tribute to Chukovsky, that country's "singer to children," considered to have few equals as a poet for children. Chukovsky constantly rejected his own lines, sought to shift tone and rhythm, and became recognized as an outstanding translator (a translation, he felt, was never completed, but must continually be improved; he was "painfully aware of the complexity of the task of translating poetry").

Here is recounted Chukovsky's discovery and translating of Hugh Lofting's *Dr. Dolittle*, portions of which became with his own additions the verse tale *Doktor Aibolit.*

814

Linkevičius, Jonas. Vaikč poezijos deeimtmeųiai; tarybines lietuviu vaikų poezijos ištakos, formavimasis ir raida. [Ten years of children's poetry; the origins, formation and development of Soviet Lithuanian children's poetry] [Vilnius, Vaga, 1972] 306 p. illus.

PN1009.L5L5

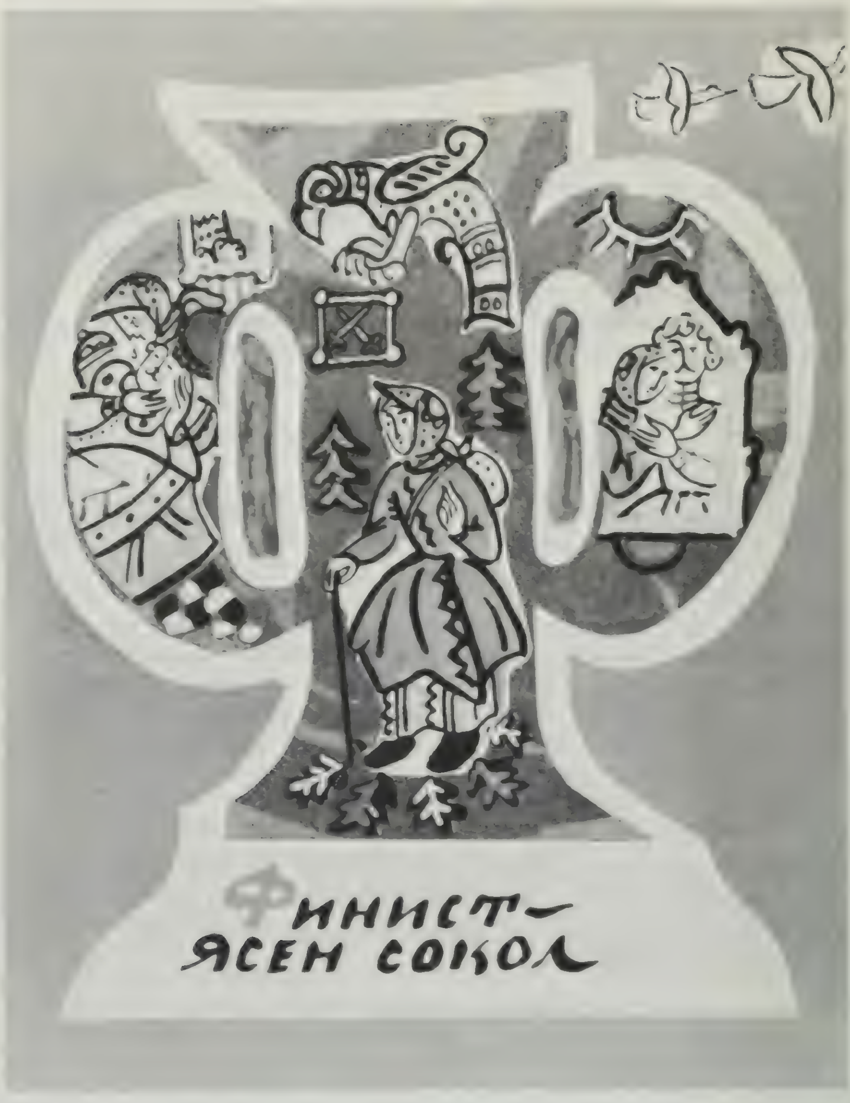
Includes bibliographical references.

Emphasizing the war years 1940–45 particularly, this volume of history and criticism of children's books in Lithuania deals with the improvement of poetry, with current research, and with the present-day audience for poetry.

815

List of the best books of the Detskaya literatura publishing house and the publishing houses of the Republics of the Soviet Union in 1972. Bookbird, v. 11, no. 3, 1973: 58–60. PN1009.A1B6, v. 11

The list is preceded by Nina Medvedeva's tribute "Detskaya Literatura Forty Years Old!" in which this children's specialist at the Lenin Library accounts for the establishment of this leading publishing house



From Tat'i͡ana Mavrina's Skazochnaya Azbuka *(Moscow: Goznak, 1969). Reproduced by permission.*

for children under the direction of Maxim Gorky and Samuil Marshak (titles of whose articles and speeches are given). She notes that it publishes books for children between the ages of two and eighteen, increasing from 168 titles in 1932 to 650 titles in 1972, with books translated into Russian from more than thirty languages of the people of the USSR and from twenty to twenty-five other foreign languages.

Detskaya Literatura serves as the National Section of the International Board on Books for Young People.

816

[Literature for and about children] Soviet literature, no. 3 (300), 1973: 3–208. illus. (part col.) AP4.I53, 1973, no. 3

Sergei Mikhalkov's introduction to a special issue of this periodical published by the Writers Union of the USSR extols the indoctrinating of children to be ardent patriots, to respect other lands and cultures, to hate war, love work, and respect "the old and the collective." This prefaces a major section (p. 6–171) of stories, poems, and folk tales, including seven classic selections, all translated into English.

"What Qualities Are We Fostering?" (p. 181–189) by Vladimir Ognev has an editorial introduction which states: "The whole of our Soviet multinational children's literature, born of the revolution, aspires to goodness, humanity and justice, to the light of communism." Mr. Ognev analyzes the character of Soviet children's literature from writers of different nationalities living in the USSR and presents books dealing with serious problems for older children.

"From Two to Eighteen" by Galina Peshekhodova is her brief account of the Detskaya Literatura (Children's Literature) Publishing House, of which she is editor-in-chief, and which was founded in 1933 on Maxim Gorky's initiative. She notes a growing number of good books about Lenin, an emphasis on themes of revolutionary history and heroism, "a rich experience in producing works of a popular-science and journalistic nature," and a striving to provide entertaining adventure stories and science fiction.

Yuri Molok's "The Artist and Children's Books" discusses the emergence of the picture book, stimulated by excellent cooperation between writer and artist.

"In Brief" is a series of paragraphs interpolated between articles to describe important children's and young people's magazines, the House of Children's Books, children's libraries, and the annual Children's Book Week.

Illustrations are reproduced in color and black and white.

817

Loĭter, Sofi͡a M. Tam, za gorizontom; problemy romanticheskogo v tvorchestve L. A. Kassilya. [Beyond the horizon; romanticism in the creations of L. A. Kassil] Moskva, Detskai͡a literatura, 1973. 118 p. port. PG3476.K39Z75

Includes bibliographical references.

A study of the works of the famous Soviet writer Lev Kassil. His works are reported to have become favorite reading of Soviet children; some of them have been widely translated.

818

Medvedeva, Nina B. Russian children's literature on the contemporary stage. International library review, v. 3, April 1971: 133–140. Z671.I64, v. 3

The Lenin Library's children's specialist gives backing to her opening statement: "The USSR places great emphasis on the development of children's literature and its role in forming a child's personality, and such a development has assumed dimensions of national importance." Upholding the principle that "children's literature is primarily art," she points to specific values of various kinds of fiction and nonfiction; and, names authors important to the retelling of folklore, new fairy tales, poetry, and science. She states that the number of children's book authors has increased, with new faces (e.g., Korinets and Tokmakova) and with authors for adults also writing for children (e.g., Sholokov and Aitmatov). Further, she discusses the large amount of translating into Russian from authors in other Soviet nations, the attempt at keeping pace with the present in topical books, and the celebrating of heroes, notably of Lenin and scientists (the anti-hero in other contemporary literature "has no influence on Soviet writers, especially on the authors of children's books").

819

——— Scientific research on children's reading and library work with children. UNESCO bulletin for libraries, v. 26, July–Aug. 1972: 203–209. Z671.U5, v. 26

Mrs. Medvedeva discusses the Soviet stress on research related to the part played by books and libraries in the education of children—in children's libraries, children's literature departments of institutes of culture, the Children's Book House, teacher-training institutes, and other organizations and institutions. She summarizes main subjects of study related to children's reading and library work: modern children and adolescents as actual or potential readers (their interests and reading abilities, the social influences); methods for guiding children's reading and encouraging use of bibliographical aids; library book selection; and coordination of the work of children's and school libraries.

The Lenin Library, it is seen, coordinates specialized work in library science at the national level and draws up general plans for research. Topics of particular interest are the study of dissemination of children's literature and the compilation of national bibliographies for the use of children and those who guide children in their reading.

820

Mikhalkov, Sergeĭ V. Chuvstvo loktı͡a: vys'tuplenii͡a, stat'i, ret͡senzii. [Sense of an elbow: speeches, articles, reviews] Moskva, Sovetskiĭ pisatel', 1971. 302 p. port. PG3021.M5

The poet's commentary in appreciation of many Soviet writers for children includes the poet Agnya Barto and the story writer Anatoly Aleksin, giving brief analyses of their works with extracts quoted.

821

Minina, L. M. Organizat͡sii͡a obsluzhivanii͡a deteĭ v massovykh bibliotekakh dli͡a vzroslykh. Metodicheskie rekomendat͡sii. [Organization of children's services within popular libraries for adults. Practical recommendations] Moskva, 1972. 20 p. Z718.1.M45

At head of title: Gosudarstvennai͡a biblioteka SSSR imeni V. I. Lenina. Nauchno-metodicheskiĭ otdel.

Bibliography: p. 19–20.

A discussion of methods for improving library services for children in areas where only so-called adult libraries (city, town, or trade-union libraries) exist. Important proposals specify that a section be set apart for children within the adult library and that a children's librarian be employed.

822

Molok, I͡Uriĭ A. Vladimir Mikhaïlovich Konashevich. Leningrad, Hudojnik RSFSR, 1967. 333 p. illus. NC269.K65M6

A biography of the artist Konashevich (1888–1963), a prominent leader in the development of Russian picture books for children, with an analysis of his graphics, paintings, and engravings. Chapter four deals with "The Golden Age of the Picture Books." Pages 34–299 are largely pictorial with black-and-white and full-color reproductions of Konashevich's illustrations for classics by such writers as Pushkin and Gogol and picture-book texts by such children's writers as Samuil Marshak and also Kornei Chukovsky, with whom he worked a great deal in the "golden age."

Bibliography: 329–[331].

823

Morton, Miriam. The multiethnic and interracial children's literature of the USSR. Interracial books for children, v. 5, no. 1/2, 1974: 1, 11–14. GR&B-CBS

A Russian-born author who has written much about Russian literature for children notes here that close to 125 million non-Russian citizens of the USSR have benefited from the change in the status of minorities wrought by the revolution of 1917, and that there are 108 distinct ethnic and racial groups (about half of the children born being non-Russian and the non-whites being about a 30 percent and rising part of the total). Mrs. Morton points to the role of Russian literature in the eclipsing of popular folk epics of Central Asian republics, but sees a "Soviet commitment to the revival and development of a multilingual and multiethnic culture" resulting in a "proliferation of distinctive ethnic literatures, *each with a children's branch*." Modern poetry and prose are found rooted in the minorities' folk literatures "to enhance the young reader's self-image and his appreciation of his people and their history."

824

Moti͡ashov, Igor' P. Masterskai͡a dobroty; ocherki Sovremennoi detskoi literatury. [Workshop of kindliness; sketches of contemporary children's literature] Moskva, Detskai͡a literatura, 1969. 317 p. PN1009.R8M65

Among the ten authors discussed in this bio-critical work are Sergei Alekseyev (editor of *Detskai͡a literatura*), Irina Tokmakova, Anatoly Aleksin, Sergei Barodin, and Yuri Korinets.

825

My i nashi dity; dyti͡atcha literatura, mystetsvo vykhovanni͡a. [We and our children; Ukrainian children's literature, art, education] [Za red. B. Hoshovs'kogo, pri spivpratsi upravy OPDL] Zbirnyk 1. Toronto, Ni͡u Ĭork, Ob'i͡ednanni͡a pratsivnykiv dyti͡achoi lit-ry im. L. Glibova, 1965. 390 p. illus. PN1009.U4M5

With a title page, table of contents (p. 389–390), and summaries (p. 353–367) in English, this is a broad anthology commemorating the Ukrainian children's journal *Dzvinok* (the *Bell*), founded in 1890, and prominent Ukrainian writers. Essays include André Maurois's "The Golden Age," Bohdan Hoshovsky's "An Outline of Ukrainian Children's Literature," and, among others, contributions on storytelling, the reading of fairy tales, and periodical literature for children.

Illustrated with author portraits and reproductions of book art.

826

Ørvig, Mary. A. Russian view of childhood: the contribution of kornei I. Chukovsky (1882–1969). Horn book magazine, v. 50, Oct. 1974: 69–84. Z1037.A1A15, v. 50

A bio-critical paper given in New York City at a meeting, July 10, 1974, honoring the *Horn Book Magazine.* It is a substantial picture of this author of *From Two to Five,* a "key figure in Soviet Russian children's literature, literary criticism and journalism." Mrs. Ørvig comments on his production of humorous stories and nonsense poems for children and on his belief that ideologically inspired children's books are worthless unless thay are also endowed with artistic merit and unless their authors are adept at writing especially for children.

See in the same issue (p. 218–220) the writer's "Selected Bibliography for the Consideration of Kornei I. Chukovsky's Work," a selection of "papers, articles, and theses [in German, Swedish, Russian, and English] presenting, above all, the socialist concepts of children's literature. It is against the background of these concepts that much of Chukovsky's work should be properly considered."

827

Raymond, Boris. A sword with two edges: the role of children's literature in the writings of N. K. Krupskaia. Library quarterly, v. 44, July 1974: 206–218. Z671.L713, v. 44

An account of the pioneer contribution of one of the founders of Soviet children's literature, Lenin's widow, Nadezhda Konstantinovna

Krupskaia, who was one of the founders of the Communist party, a deputy commissar of education, a children's writer, an initiator of publications, and a founder of critico-bibliographical periodicals dealing with children's literature and reading. Thus, Raymond says, she "helped shape the basic guidelines which, even today, determine Russian literary practice."

The article examines Krupskaia's views of the moral, ideological, and technically informing functions of children's literature. She envisioned children's books as being entertaining, well written, and well illustrated, "without the use of long, fancy words . . . irrelevant details, but rather filled with a feeling for emotion and action." She believed in fairy tales and urged Soviet writers to study old forms in order to create new, contemporary fairy tales.

Bibliography of references.

828

Razova, V. D. S. I͡A. Marshak; seminariĭ. Leningrad, 1970. 120 p. port. PG3476.M3725Z75

At head of title: Ministerstvo kul'tury RSFSR. Leningradskiĭ gosudarstvennyĭ institut kul'tury imeni N. K. Krupskoĭ.

Includes bibliographies.

A study of Marshak—dramatist, critic, satirist, children's poet, and translator—as a subject of student seminars.

Part one is devoted to the art of his literature, part two suggests themes for study, part three is biographical with emphasis on the Soviet period of his life, and part four lists Marshak's principle publications in chronological order.

829

——— Sovetskai͡a poezii͡a dli͡a deteĭ. ucheb. posobie po kursu det. literatury. [Soviet poetry for children. A school textbook for a course in children's literature] Leningrad, 1973. 92 p. PN1009.R8R34

At head of title: Ministerstvo kul'tury RSFSR. Leningradskiĭ gosudarstvennyĭ institut kul'tury imeni N. K. Krupskoĭ.

This series of lectures, given to students at the Institute of Culture, surveys the development of poetry since 1917 as an important genre for Soviet children. The principle of nationality in this development is considered of great significance, as in other genres of the literature, while lessons in morality are implicit, not overt. The 1920s are seen as years of literary argument and searching in the formation of a new poetry for children, and the 1930s as a time when this children's literature flowered. World War II is noted as a period without outstanding achievements, but in the post-war years many Soviets began to create poetry. For today the author views the emergence of many new writers as important, such as Agnya Barto and Irina Tokmakova.

830

RUSSKAI͡A SOVETSKAI͡A LITERATURA DLI͡A DETEĬ: UCHEB. POSOBIE DLI͡A STUDENTOV BIBLIOTECHNYKH FAKUL'TETOV INSTITUTOV KUL'TURY. [RUSSIAN SOVIET LITERATURE FOR CHILDREN: A SCHOOL TEXT FOR STUDENTS OF LIBRARY SCIENCE AT INSTITUTES OF CULTURE] vyp. 1. Pod red. I. V. Inozemt͡seva i A. A. Polikanova, Moskva, 1973. 175 p.
PN1009.R8R84, v. 1

At head of title: Ministerstvo kul'tury RSFSR. Moskovskiĭ gosudarstvennyĭ institut kul'tury.

A textbook produced by the Moscow State Institute of Culture for the teaching of children's literature. Each of the nine chapter-lectures is devoted to a leading writer, including A. N. Tolstoy, A. Gaidar, M. Gorky, M. Prishvin, and V. Bianki.

831

Shanina, Nadezhda F. SKAZKA V TVORCHESTVE RUSSKIKH KHUDOZHNIKOV. [STUDY OF THE WORKS OF RUSSIAN ARTISTS] Moskva, Iskusstvo, 1969. 134 p. illus.
NC985.S44

Summaries in English and French; list of illustrations also in English and French.

Includes bibliographical references.

A study of nineteenth- and twentieth-century illustration of Russian folktales by members of the Abramtsevo circle whose aim was to revive peasant folk arts. The artists covered include the renowned V. Vasnetsov (1848–1926) who "opened a new page in Russian representative art"; M. Vrubel (1856–1910) who with "fantastic imagery . . . succeeded in penetrating the very essence of poetic fancy" in illustrating folk poetry; N. Roerich (1874–1947), creator of an imaginative world; Yelena Poleneva (1850–1898), prominent in the development of Russian books for children; I. Y. Bilibin (1876–1942), "one of the most original illustrators of tales, the creator of a special type of books for children" who also drew on ancient Russian art; and S. Malyutin (1859–1937) whose favorite subject was Pushkin.

Black-and-white illustrations are reproduced within the essay material (p. 3–47); there follows a series of full-color plates with identifying captions.

832

Sinikina, S. S. KNIZHKA PRO KNIZHKI. CHTO CHITAT' UCHASHCHIMSIA 2–3 KLASSOV. [A LITTLE BOOK ABOUT BOOKS. RECOMMENDED READING FOR STUDENTS OF 2D AND 3D GRADES] Moskva, Izd-vo Kniga, 1970. 29 p. illus.
Z1037.6.S492

An annotated, illustrated, classified, and graded bibliography of books for students in the second and third grades. Prepared at the Lenin Library by a specialist in children's reading.

833

Solov'ev, Boris I. Agnii͡a Barto; ocherk tvorchestva. [Agnya Barto; her work] [Izd. 2., dop.] Moskva, Det. Lit., 1971. 238 p. illus., port.
PG3476.B3Z8 1971

An essay on the art of this leading contemporary poet for children. The analysis contains many extracts from her verses, pointing up their characteristics and lasting appeal, both for young readers and adults. Illustrated with many photographs and reproductions of book art.

834

Strelkova, Irina I. Doroga v Chitaĭ-gorod; zametki o detskom chtenii. [The road to Storyville; essays on juvenile reading] Moskva, Politicheskoi literatury, 1971. 148 p. illus. (Bibliotechka semeĭnogo chtenii͡a)
Z1037.6.S88

Essays for parents, teachers, and librarians, relating the joys and difficulties in introducing children to books. It discusses books by title, but without including a bibliography. The author attends particularly to the moral and spiritual upbringing of "the future citizens of our fatherland."

Other works addressed to those concerned with child development are Irina I͡A. Linkova's *Deti i Knigi* ([*Children and Books*] Moskva, Znanie, 1970. 80 p. [Narodnyi universitet. Pedagogicheskii fakul'tet, 1970, no. 2] AS261.N24 1970, no. 2) and L. A. Ol'shevskai͡a's *O Russkoĭ Klassike dli͡a Deteĭ* ([*The Russian Classics for Children*] Moskva, Kniga, 1971. 125 p. Z1037.6.O4).

835

Vesni͡ani obriï; literaturno-kritichnyi zbirnyk [1972] [Spring horizons; literary-critical collection, 1972] Kyiv, Veselka, 1972. 235 p.
PN1009.U4V4 1972

Bibliography: p. [236]–[237]

An annual almanac which in its 1972 issue deals with critical problems in general, stories published in the preceding year, and winners of the Lesia Ukrainka and Mykola Ostrovsky awards. Among the emphases are discussions of problems in writing books for children and the role of children's books in education. Children's literature in neighboring republics is also considered.

Author portraits.

836

Zhivova, Zinaida S. *and* Ol'ga I. Levina. Bibliografii͡a detskoĭ literatury. Uchebnik dli͡a otdelenii͡a detskikh i shkol'nykh bibliotek bibliotechnykh fakul'tetov institutov kul'tury. [Bibliography of children's literature. Textbook for children's sections and school libraries in the library branches within institutes of culture] Izd. 2-e, pererabot. i dop. Moskva, Kniga, 1969. 238 p. illus.
Z1001.Z47 1969

Bibliography: p. [233]–236.

A guide covering a wide span of bibliographical topics related to children's literature. Emphasis is on current bibliographic work in the USSR, on reference tools that are at the disposal of young readers, and on the compilation of bibliographies. Particular attention is focused on the theory and importance of such bibliographies.

See also papers distributed at the IFLA Moscow conference (item 547).

Yugoslavia

837

Ceković, Ivan. POZNANSTVA S DEČJIM PISCIMA. [INTERVIEWS WITH CHILDREN'S AUTHORS] Kruśevac [Bagdala] 1970. 160 p. illus PN1009.S4C4

With an introduction by Tode Cholak. Among the over forty writers for children briefly interviewed here are Branko Ćopić, Mirko Petrović, and Mirjana Stefanović, who discuss informally their approach to writing and their interests in particular books. Each piece is illustrated with a portrait of the author.

838

DJEČJI PISCI O SEBI: BRANKO ĆOPIĆ [ET AL.] [CHILDREN'S WRITERS TALK ABOUT THEMSELVES; BRANKO ĆOPIĆ (AND OTHERS)] Sarajevo [Veselin Masleša] 1969. 2 v. illus., ports. (Lastavica. Izbor 100 knijiga)
PG564.D44 1969

At head of title: Ahmet Hromadžić.
First published in 1963.

Brief autobiographies of children's authors (five added to those in the earlier edition), including Branko Ćopić, Ahmet Hromadžić, Desanka Maksimović, Branko V. Radičević, and France Beyk. Bibliographical details are given within the text. The volumes are illustrated with portraits of authors and decorative headpieces.

839

Gočmanac, Milovan. VEDRI SVET DETINJSTVA U "POLITICI ZA DECU." [THE UNCLOUDED WORLD OF CHILDHOOD IN "POLITIKA FOR CHILDREN"] Kruševac [Bagdala] 1969. 119 p. (Mala Biblioteka) PN1009.S4G6
Bibliography: p. [113]–115.

A study of the weekly "Politika for Children," a Thursday supplement in the Belgrade newspaper *Politika*. The survey compares its issues for 1961 (a jubilee year celebrating the socialist anniversary) with those of 1967 (an example of a recent year).

The brief bibliography contains works on children's literature.

840
Jeknić, Dragoljub. MLADE REČI. [WORDS FOR THE YOUNG] Zrenjanin [Centar za kulturu] 1974. 131 p. (Biblioteka Ulaznica: Esej i kritika)
PN1009.S4J44

A series of critical essays on works for children by such contemporary writers and poets as Ivo Andrić, Branko Ćopić, and Dobrica Erić.

841
Marjanović, Voja. OGLEDI IZ SAVREMENE KNJIŽEVNOSTI ZA DECU; SRPSKI PESNICI ZA DECU, knj. prva. [ESSAYS ON CONTEMPORARY CHILDREN'S LITERATURE; SERBIAN POETS FOR CHILDREN, v. 1] Beograd, Obelisk, [1971] (Biblioteka: kritike, eseji i studije) PN1009.S4M33, v. 1
Bibliography: p. 161–168.

A discussion of ten poets important in Serbian literature for children. The bibliography lists important works about each poet.

842
Marković, Slobodan Ž. ZAPISI O KNJIŽEVNOSTI ŽA DECU. [ESSAYS ON LITERATURE FOR CHILDREN] [Beograd, Interpres, 1971] 200 p. (Udžbenici i priručnici, knj. 1) PN1009.Y8M3

These articles define and discuss the significance of books for children, centering on the works of important Yugoslav writers. Given particular attention are Ivana Brlió-Mažaraníc and Aleksandar Vučo, who write for and about children; Tone Seliškar, whose books portray adolescents struggling to find their place in life; and Branko Ćopić, who is concerned with folklore.

843
Tahmiščić, Husein. BITI NA PUTU. [TO BE ON THE ROAD] Novi Sad, Zmajeve dečje igre; Kulturni centar, 1971. 214 p. (Detinjstvo 13)
PN1009.S4T3
Includes bibliographical references.

One of a series of studies that discusses childhood and literature, this centers on children's literature in general and on its critics. Cited notably is the important poet Jovan Jovanović, known as Zmaj.

Number seven in the series, *Děcja književnost-šta je to?* ([*Children's Literature, What Is It?*] 1970. 197 p. PN1009.A1D4), contains contributions by a number of authors on the themes of children's literature and such genres as poetry, science fiction, and fantasy.

Number 11, by Milan Pražić, *Igra kao sloboda; zapisi o detinjstvu i unetnosti* ([*Play as an Expression of Freedom; Articles about Childhood and Artistic Expression*] 1971. 186 p. PN1009.Y8P7), deals with child play and literature, with emphasis on poetry, its meanings and its writers.

Number 18, *Kritika književnosti za decu* ([*A Critique of Children's Literature*] 1972. 174 p. PN1009.Y8K7), contains critiques of specific aspects of children's literature and Prof. Slobodan Marković's piece on criticism itself, followed by a list of works on criticism.

Number 22, *Onde potok, onde cvet; eseji i zapisi o dečjoj književnosti* ([*There the Stream, There the World; Essays and Articles about Children's Literature*] 1973. 166 p. PN1009.A1D33), surveys the history of children's literature internationally from Charles Perrault and John Newbery up to important Yugoslav writers.

NEAR EAST

Egypt

844

'Azīz, Sāmī. ṢIḤĀFAT AL-ATFĀL. [THE CHILDREN'S PRESS] Cairo, Alam al--Kutub, 1970. 215 p. illus., facsims. (Dirāsāt fī thagāfat al-atfāl)

PN4835.A95 Orien Arab

Includes bibliographies.

In this work within a series of studies dealing with children's culture, a Cairo University teacher discusses aspects of education—the oral arts of music and poetry-reading, and, especially, the history (since 1870), importance, and types of children's journals.

The bibliography, for those working with young people, is derived from international sources.

845

Fattah, Abdul R. ARABIAN CHILDREN'S AND JUVENILE LITERATURE. Bookbird, v. 11, no. 3, 1973: 29–32. PN1009.A1B6, v. 11

A professor's statement on the current state of reading matter for Arab children, for whom the traditional national literature remains "something old-fashioned, unprofitable and naive. This attitude is the result of the influence of foreign books for young people—mostly those from England and America." The writer cites 1,837 translations or adaptations published 1959–69.

Today, then, original Arabian literature for children is limited to newspapers and periodicals, with Egypt "especially progressive in this field" (the first juvenile magazine appeared here in 1870, and in other Arabian countries only since the 1950s). Considering the quality of the magazines, Dr. Fattah notes that they are a substitute for books though their contents are often not carefully selected, are minimally expensive, talk down to children, have dialect stories sometimes understood by the inhabitants of only one area, and deal repetitiously with the school environment rather than with new subjects and motifs. Some, he adds, mistakenly offer stories for preschool and elementary-school children in the same periodical.

He further states that newspapers for young readers exist only to a limited degree and are beamed at the teenager although content does not interest them.

846

Najīb, Aḥmad. Fann al-kitābah lil-atfāl. [The art of writing books for children] Cairo, al-Katib al-Arabi, 1968 [cover 1969] 197 p. illus.
PN147.N25 Orien Arab

Bibliography: p. 191–194.

A study of the psychological development of children, including their enjoyment of literature. Emphasized are elements to consider in writing children's stories, poetry, plays, and periodical literature and in illustrating and producing their books.

A list of references cites British and American books related to these forms of literature in general and to periodicals and textbooks for children.

847

Sha'lān, Jamāl 'Abd al-Hamīd. al-Fihris al-muṣannaf lil-kutub al-mukhtārah lil-maktabāt al-madrasīyah min 1968/69 ilá 1972/73. [Bibliography of books selected for school libraries 1968/69–1972/73] Cairo, Dar Wahdan, [1974?] 286 p. Z1037.8.A7S4 Orien Arab

At head of title: Jam'īyat al-Maktabāt al-Madrasīyah.

Includes indexes.

A book selection guide of titles chosen by the national association of school librarians for Egyptian elementary schools and agricultural, industrial, and commercial upper schools. The bibliography is arranged by subject, including sections of professional works for librarians.

Titles are numbered and indexed by author and title.

See also item 320.

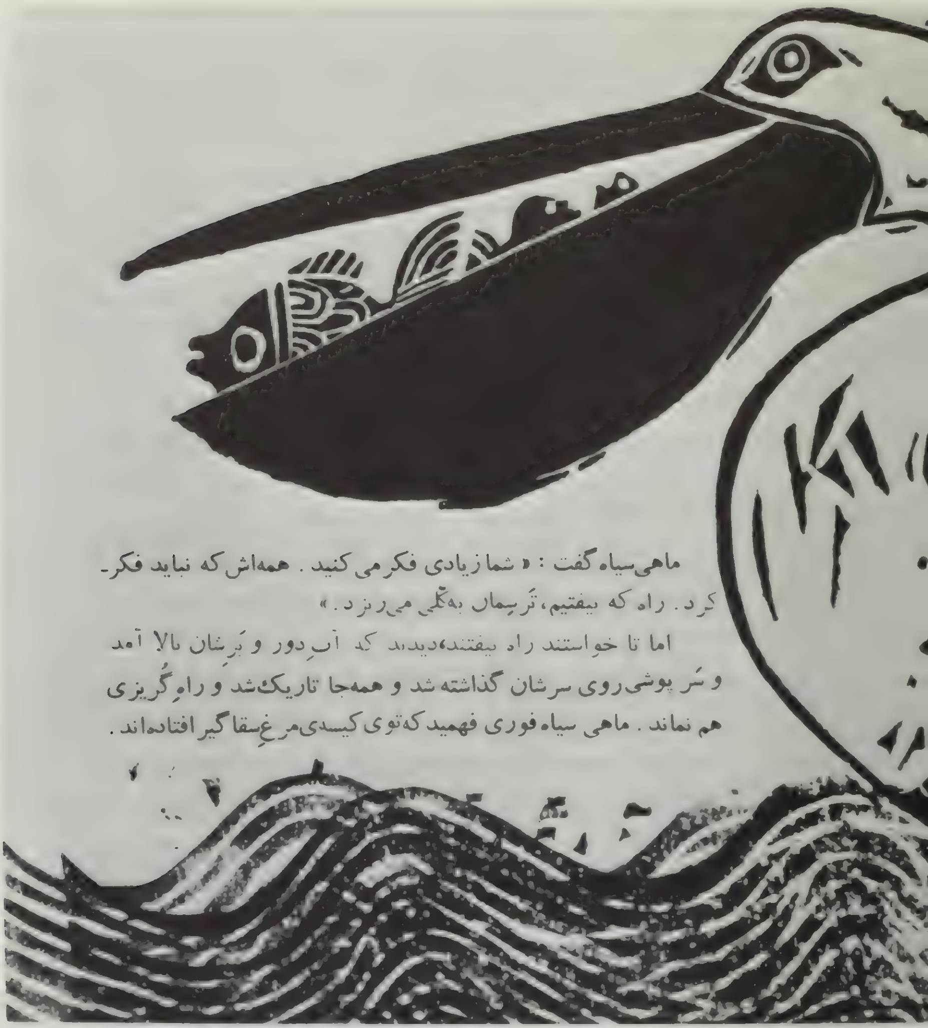
Iran

848

Fasanamah/Kanoon quarterly; a quarterly journal for the Institute for the Intellectual Development of Children and Young Adults. v. 1+ Mar. 1974+ [Tehran, Iran] quarterly. illus. GR&B-CBS

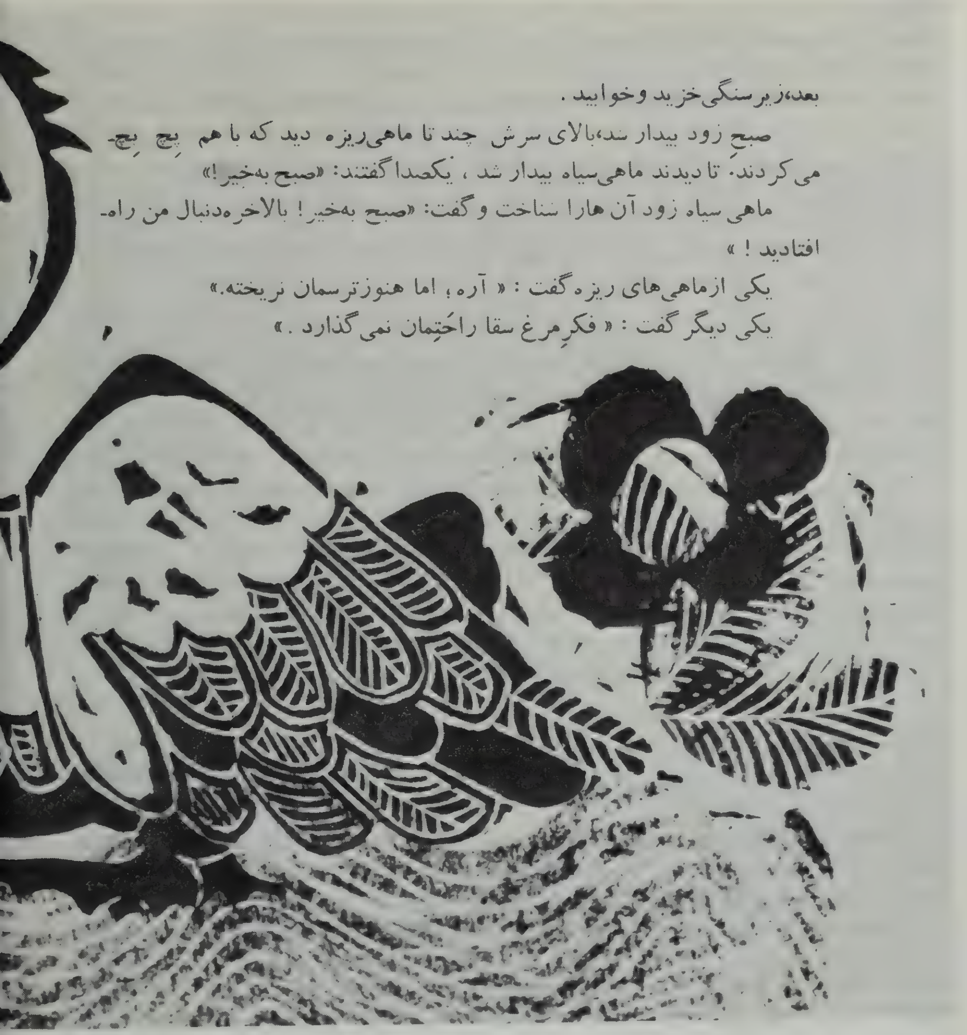
A journal in Farsi, with contents page in English, contains articles on books, reading, storytelling, and other aspects of children's literature, most of these being translated pieces. In each issue is a set of catalog cards (in Farsi and English) for new books considered "the best of the best" (published by the institute and other houses). Each card has an English summary on the back describing the book's contents.

The first issue contains an interview with Farshid Mesghali (Andersen Medal winning Iranian artist), a full-page color reproduction, and eighteen catalog cards. The second issue, for August 1974, has among five articles "The Role of Children in Persian Classic Literature" and an interview with N. Zarrinkelk (graphic artist and film animator). Eighteen catalog cards are included here, also.



ماهی‌سیاه گفت: «شما زیادی فکر می‌کنید. همه‌اش که نباید فکر کرد. راه که بیفتیم، تَرِسمان به‌کلّی می‌ریزد.»

اما تا خواستند راه بیفتند، دیدند که آب ِدور و بَرِشان بالا آمد و سَرپوشی روی سرشان گذاشته شد و همه‌جا تاریک شد و راهِ گُریزی هم نماند. ماهی سیاه فوری فهمید که توی کیسه‌ی مرغِ سقا گیر افتاده‌اند.



بعد، زیر سنگی خزید و خوابید.

صبحِ زود بیدار شد، بالای سرش چند تا ماهی‌ریزه دید که با هم پِچ پِچ می کردند. تا دیدند ماهی‌سیاه بیدار شد، یکصدا گفتند: «صبح به‌خیر!»

ماهی سیاه زود آن‌ها را شناخت و گفت: «صبح به‌خیر! بالاخره دنبال من راه افتادید!»

یکی از ماهی‌های ریزه گفت: «آره، اما هنوز ترسمان نریخته.»

یکی دیگر گفت: «فکرِ مرغ سقا راحتِمان نمی گذارد.»

From The Little Black Fish *by Samad Behrang (1970). Reproduced by permission of the Institute for the Intellectual Development of Children, Tehran, Iran.*

849

Ḥaqī, Maḥmūd. Kitābshināsī-i tawsīfi-ī kitābhā-yi munāsib barā-yi nawjavānān dawrah-'i rāhnamāyi. [Selected annotated bibliography for adolescents] Tehran, 1974. 149 p. (Majmū' ah-'i kitābshināsīhā-yi Fārsī va Irānī, 7) Z1035.8.P47H35

A companion, in Farsi, to item 852, prepared under the guidance of the Children's Book Council. This selective bibliography covers 303 books available in Farsi for adolescents.

Author, title, and subject indexes.

850

Kānun-i Parvarish-i Fikrī-i Kūdakān va Nawjavānān. Kitābnāmah Fihrist-i Kitabha-i Mujud dar Kitabkhanaha-yi. [An index to books in the children's libraries] Tehran [Kānūn-i Parvarish-i Fikrī-i Kūdakān va Nawjavānān] 1972+ v. 1–2. Z1037.8.P47K3

A bibliography which reproduces catalog cards for books in Farsi available to children; produced by the Institute for the Intellectual Development of Children and Youth. Each volume has a prefatory summary and an explanation of the Dewey Decimal Classification system by which the books are classified and the titles are here arranged. The two volumes have 251 and 195 pages, respectively.

851

Peik-e mo'allem-o khā nevāde. [Courier for teachers and parents] Tehran. v. 1+ 1963+ biweekly during school year. GR&B-CBS

Edited by the Educational Publications Center in Tehran (the Iranian Ministry of Education) in association with Franklin Book Programs, Inc., Tehran, this is an illustrated bulletin of some thirty pages containing education and library-related features and occasional book reviews.

852

Pūrāzar, Azar, *and* B. Arbāb Shīrānī. Kitābshināsī-i kitābhā-yi munāsib barā-yi kūdakān. [Selected bibliography for children] Tehran, 1974. 177 p. (Majmū'ah-'i kitābshināsīhā-yi Fārsī va Irānī, 5) Z1037.9.P47P87

With English title page, this annotated bibliography in Farsi was prepared under the guidance of the Children's Book Council. It lists 433 selected children's books available in Farsi. A companion to item 849.

Subject and title indexes; list of publishers.

853

Shirvanloo, Firooz. Literature for children and young people in Iran. Bookbird, v. 9, no. 3, 1971: 32–37; v. 10, no. 1, 1972: 19–21. PN1009.A1B6, v. 9, 10

A two-part article, by the then publications director of the Institute for the Intellectual Development of Children and Young Adults in Tehran. The author discusses both the historical development and culture of Iranian society as well as the direction of children's literature today in the national literacy program.

Noting the absence of anything that could be called children's literature in classical Persian, the editor comments on scattered, conscientious work on children's books (rhymes, folklore, then periodicals) following the Constitutional Revolution at the beginning of the twentieth century, with a great national increase for books coming much later, after 1964. Here he notes the contribution of the Children's Book Council of Iran in improving the state of children's books and the institute's role in a national library campaign "to fill the social and economic gap between cities and villages." He adds: "It is a long way from here to creation of genuine children's literature. . . . To accelerate and enrich it, there should be a conscious utilization of the social and international possibilities. A recreation and revival of the dynamic elements of culture should take place, and children's literature should be democratized, embracing the masses of people throughout the country."

Named as outstanding contemporary writers are Samad Behrangi, Farideh Fardjam, M. Azad, and Nader Ebrahimi; illustrators named are Farshid Mesghali, Nikzad Nojocmi, Nooredin Zarrinkelk, and Bahman Dadkhah.

See also Alice Lohrer's "School Libraries in Iran and the Near East" *(ALA Bulletin,* v. 63, Oct. 1969: 1284–1289) and items 522 and 902.

Israel

854

Banay, Yaaḳov. ha-Yeled veha-sefer; tipuaḥ ahavat ha-keri' ah u-mashma u'tah. [The child and the book] Tel Aviv, Tarbut vehinukh [1967] 30 p. Z1037.A1B24 Hebr.

Brief commentary on the importance of reading for children from the what-and-why stage to "the gate to understanding." Emphasizes the use of children's books as a learning ground for the rest of one's life.

855

Deshe, Michael. Hinukh li-keri'ah tovah; 'al sifrut yeladim ve-'al be'ayot ha-keri'ah ha-ḥofshit. [About children's literature and the problems of undirected reading] [Tel Aviv] Tarbut ve-hinukh [1969] 292 p. Z1037.A1D4 Hebr.

Bibliography: p. 292.

An analysis of good literature for children and the problems of unassigned or extracurricular reading. The author discusses the influence of teachers, types of stories, and poetry for young readers, and how to recognize good examples. A small bibliography of reference sources is appended.

856

Hayun, Michal. HA-SIFRIYAH HA-TSIBURIT VEHA-REFORMAH BA-ḤINUKH; HASHPA'AT HA-REFORMAH 'AL IRGUN HA-SIFRIYAH HA-TSIBURIT VE-'AL HA-YEḤASIM BEN BET HA-SEFER LA-SIFRIYAH. [THE PUBLIC LIBRARY AND THE REFORM IN EDUCATION] Lod, ha-Sifriyah Ha-'ironit [1969] 29, [3] l. illus. Z718.H38 Hebr.

Bibliography: leaf [32]

A discussion of the influence of public libraries on today's education of children and vice versa and the interrelationship between school and library. The author discusses the needs of children and young people in three age groups: six to twelve, twelve to fifteen, and fifteen to eighteen. He stresses that the public library must adapt to changing needs, the elementary school must develop individual study and encourage outside reading, and both teachers and librarians must train children in the use of the library. He regrets the lack of sufficient library staff and proper training and suggests the importance of librarians and teachers working together through organizations to bring them into association. A final chapter discusses the relationship of the library and an educational television system.

857

Ofek, Uriel. 'OLAM TSA'IR; ENTSIKLOPEDYAH LE-SIFRUT YELADIM. [YOUNG WORLD; ENCYCLOPEDIA OF CHILDREN'S LITERATURE] Ramat Gan, Masada [1970] 766 columns. illus., facsims., ports. PN466.03 Hebr.

On verso of title page: Young world; encyclopedia of children's literature.

Bibliography: columns [13]–[14]

Biographical sketches of authors of children's books—writers of both original Hebrew works and those translated into Hebrew, early authors, authors who have written both for adults and children, and contemporary storytellers and poets for children in many countries. Here, for example, are Louisa May Alcott, Astrid Lindgren, John Masefield, Mary Norton, Carl Sandburg, and Rosemary Sutcliff.

858

Regev, Menachem. SIFRUT YELADIM, MAHUTAH U-VEḤINOTEHA; BIBLIYOGRAFYAH BE-LIVYAT HE'AROT. [JUVENILE LITERATURE—VARIOUS ASPECTS; AN ANNOTATED BIBLIOGRAPHY] Jerusalem, Merkaz ha-hadrakhah le-sifriyot tsiburiyot, 1967. 83 p. Z1037.8.H4R42 Hebr.

A briefly annotated list dealing with the psychology of reading and the need to encourage it; literature for the very young, legends and folktales, poetry, books from other countries, magazines, and "cheap literature"; public and school libraries for children; authors; illustration and illustrators; bibliographies of professional works on children's literature, libraries, and children's books. The author, a lecturer in children's literature at the Hebrew University in Jerusalem, has written elsewhere also on children's literature, reading guidance, and libraries.

859

Roth, Miriam. SIFRUT LA-GIL HA-RAKH. [LITERATURE FOR YOUNG CHILDREN] Tel Aviv, Otsar ha-moreh, 1969. 200 p. illus.
PN1009.H4R6 Hebr.

Essays on the different kinds of literature for children, beginning with the question: "What is children's literature?" Further chapters deal with poetic literature, the fairy tale, folklore, humor in children's literature, the art of the children's storyteller, and suggestions for developing a story. A bibliography cites selected Hebrew stories for children. The work is used as a text in courses in children's literature.

860

Sifrut yeladim ve-noar. CHILDREN'S AND YOUTH LITERATURE; A JOURNAL. [Jerusalem] v. 1+ 1974+ GR&B-CBS

Produced by Israel's Ministry of Education and Culture's Department for Children's Literature and funded in memory of Libby Berkson.

The contents comprise articles on research in children's literature and educational methods, with a department for book reviews.

861

Tarsi-Gay, Esther. BIKORET ZUTA; HA'ARAKHOT SIFRE YELADIM VE-NO'AR. [SHORT CRITICISM; EVALUATIONS OF CHILDREN'S AND YOUNG PEOPLE'S LITERATURE] Jerusalem, M. Neuman, 1969? 312 p.
PN1009.H4T3 Hebr.

Critical comments on literature in Hebrew for children and young people. Each chapter is devoted to a different author and one of his works.

AFRICA

General

862

AFRICANA LIBRARY JOURNAL. New York, Africana Pub. Corp. quarterly. v. 1+ spring+ 1970+ Z3503.A37
Supersedes *Africana Catalogues.*

A periodical containing "comprehensive and up-to-date bibliographic listings of new Africana material" in English and other languages. Works for children are regularly noted in "Checklist." In 1972 Nancy J. Schmidt, African specialist, began to examine children's books in critical articles dealing with such topics as "Children's Books about Africa in Series: History Books" (v. 3, autumn 1972: 4–6).

863

Brown, Lalage. CHILDREN'S BOOKS FROM AFRICA. Interracial books for children, v. 2, spring 1970: 1, 4–6, 8. GR&B-CBS

A professor at the University of Zambia, in Lusaka, describes types and sources of books in English (issued both in Africa and elsewhere) that give the young reader "the genuine atmosphere of African life . . . [and] show that Africans are *people*." Specific volumes of recommended folklore collections and series of books for younger and older children are discussed. Some of these are small paperback books, often illustrated by woodcuts or linocuts.

A list of publishers appended includes the main African-based and African-capitalized publishers of English-language books and the African subsidiaries (with African directors and staff) of British companies.

864

East African Library Association. PAPERS PRESENTED AT THE FOURTH EAST ARICAN LIBRARY ASSOCIATION CONFERENCE, MAKERERE UNIVERSITY, KAMPALA, 16–19 SEPTEMBER, 1970. 1972. 184 p. (Its EALA bulletin no. 13) Z857.E3E2 1972

Cover title.

Includes bibliographical references.

Of these papers concerned with problems encountered in the establishment of libraries, four examine school libraries and libraries for the young: "The Role of School Libraries in the Development of a Nation," by H. R. Mainwood; "School Library Service in Zambia; Present Position and Future Plans and the Work of the Zambia Library Service," by L. E. Mukwato; "School Library Service in Tanzania," by E. Forest; and "Libraries for the Young; a Survey of Library Facilities for Young People in Nairobi," by A. S. Yahya. All reflect the inadequate funds and materials, and the lack of trained staff.

865

O'Neill, Mary. . . .FRESH FROM AFRICA, TO SPEAK ABOUT CHILDREN'S LITERATURE. Elementary English, v. 50, Oct. 1973: 1011–1018, 1074.

LB1576.A1E6, v. 50

Mrs. O'Neill, a poet, speaks here as a Peace Corps volunteer teacher at the Institute of Journalism, Accra, Ghana. In an address to educators she discusses storytelling as a "very important part of life" in Africa, and talks about the interests of children in literature. "I have learned from Africa what I have long felt to be true in child life as well as in the literature children love: Children do not want to be talked down to or left out of any part of the life going on around them. . . . In Africa most children are aware of life as it is lived in their environment," not protected or sheltered from intimate associations and conditions fraught with danger.

"Child is child everywhere" and those of different backgrounds do not require differing literatures. "They all love surprise. And surprise is a way of learning."

866

Zell, H. M. CHILDREN'S BOOK PUBLISHING IN AFRICA TODAY. Interracial books for children, v. 5, no. 1/2, 1974: 1, 3, 5. GR&B-CBS

Significant developments on the African scene are noted to include "a sizeable output of African published children's literature in recent years" (since Lalage Brown's report published in this paper [v. 2, no. 4], which relates to the output of the East African Publishing House and the African Universities Press).

Textbooks are the more numerous, but there have also been issued a dozen or so attractive picture-story books for younger children—a type of book most urgently needed. Pointed out are the high cost of paper and printing, the dearth of really good African illustrators, and the lack of training facilities for graphic artists.

Recent titles produced in English and in African languages and others are cited.

Directory of publishers mentioned, with addresses.

Ghana

867

Sackey, Juliana V. CHILDREN'S READING IN GHANA. Oct. 1969. 2 p.
GR&B-CBS

Typescript.

The précis of a thesis submitted for fellowship of the British Library Association, October 1967, by a children's librarian with fifteen years of practice in Ghana. This description of her work in selecting "suitable" books for school children divides into two parts: discussion of factors which tend to affect the reading habits, and a descriptive, selected list of literature based on a sociological analysis of children's tastes in reading to serve as a guide to publishers, librarians, and all others interested in children's literature for West Africa.

Nigeria

868

Blocksma, Mary R., *and* Geoffrey W. Cleaver. A MANUAL FOR SCHOOL LIBRARIES ON SMALL BUDGETS. [Enugu, Nigeria] East Central State School Libraries Association [1972] 104 p. illus. Z675.S3B6

A manual intended to aid school librarians in Eastern Nigeria, especially those with relatively little knowledge or experience of library work, during the school library "explosion." Thus it deals with such basic items as function, organization, equipment, instruction, student help, and relationships with principals and teachers. Special attention is given to book and periodical selection, ordering, processing, cataloging, preservation and repair of materials, and necessary record keeping. Illustrative matter includes sample catalog cards, floor plans, diagrams of shelving, racks, and parts of a book. A last chapter describes services and publications available to teacher-librarians in the area.

A glossary of terms is appended.

869

READ FOR SUCCESS; A FIRST REPORT ON A SCHEME TO ENCOURAGE READING IN SOME LAGOS PRIMARY SCHOOLS. [Lagos] British Council, Nigeria [1969] 1 v. (various pagings) Z1037.R35

An account of the project "Read for success"—essentially an attempt to introduce class libraries, undertaken with the distribution of some 260 book boxes, to promote wider reading in English in a hundred primary school classrooms in Lagos. It was conducted by the Ministry of Education with the support of the British Council, who trained teachers in seminars to encourage the habit of wider reading, established a competition for Nigerian writers, and planned a seminar for children's writers. Quotations are given which reveal the experiences of teachers.

An appendix contains lists of titles for the junior box and again for the senior box, with suggestions for teachers on arousing interest: "Do not treat these books as textbooks. Encourage the children to read them quickly and with pleasure. . . ."

Southern Africa

870

Manaka, Paul S. NON-WHITE LIBRARY SERVICES IN THE TRANSVAAL. Pretoria [Dept. of Library Science, University of South Africa] 1972. 234 p. Z857.S7M36

Thesis (M.A.)—Pretoria, 1969.

"Mousaion 100."

Bibliography: p. 221–234.

The study, undertaken in 1969, was "presented for its historical value and for the evidence of the factual development presented by a member of one of the non-White groups." It is a survey of library service to non-whites in the Transvaal, with emphasis on facilities available to the Bantu. Its author, a leader in the Bantu library movement and former president of the Bantu Library Association of South Africa, recounts the development of library service, describes university and school libraries, and examines their libraries in detail. He concentrates on such problems as providing adequate buildings and book collections, staffing, and financing. Services to children are commented on only briefly.

871

Natali, Zara. PROBLEMS ENCOUNTERED BY CHARACTERS IN CHILDREN'S FICTION, 1945–1965; AN ANNOTATED BIBLIOGRAPHY. Johannesburg, Dept. of Bibliography, Librarianship and Typography, University of the Witwatersrand, 1967. 90 p. Z1037.9.N33

This thesis for a diploma in librarianship at the University of the Witwatersrand is based chiefly on British editions of original English writings and translations into English, American books being "difficult to obtain." The 734 rather widely known items deal with problems faced by the mid-twentieth-century child and adolescent. There are fifty-nine headings under major subjects: living in a new land or environment, stories of survival, physically handicapped and mentally handicapped, social problems and personal problems, race problems, slavery, and war.

Author index; title index.

872

Pienaar, Lydia. BASIC CHILDREN'S BOOKS: A LIST FOR A SOUTH AFRICAN LIBRARY. BASIESE KINDERBOEKE: 'N LYS VIR 'N SUID-AFRIKAANSE BIBLIOTEEK [4th rev. ed.] [Cape Town] Cape Town City Libraries, 1972. xx, 282 l. Z1037.P5 1972

English and Afrikaans.

The fourth edition of a publication initiated in 1966 to meet "an urgent need in the Cape Town City Libraries for a list of books [for children up to fifteen years of age] which would form the nucleus of the collection of every branch library. . . ." As well as titles found in earlier editions, the entries here are from publications available in South Africa up to May 1, 1972: out-of-print books, some American titles, and "almost all the Afrikaans books good enough for children" (the compiler notes that there is a shortage of Afrikaans books of high quality).

Entries are arranged by category (picture books and first readers, stories, folklore, poetry, and biography) and, for informational books, by broad subject. Age and reading levels are provided. Titles of outstanding quality are designated by asterisks. Final sections consist of "Books about Children's Books," an author index, and a title index.

A supplement is scheduled.

Tanzania

873

Juma, Shamin. CHILDREN'S LIBRARY. Someni, no. 2, Oct. 1968: 24–26. N&CPR

An article from the *Tanzania Library Association Journal* which, though brief, clearly reveals a particular library situation in Tanganyika where pioneer work is done in a separate department for children. The interest in having books in Swahili, as well as in English, is noted, as is the need for magazines. Finally emphasized are the importance and success of the weekly storytelling sessions and the biweekly meeting of the junior readers club (for older children).

ASIA

China

874

BOOKS FOR CHILDREN IN CHINA. Interracial books for children, v. 4, no. 3/4, winter, 1972–73: 1, 7, 11, 14.

PEOPLE'S REPUBLIC OF CHINA: EDUCATING THE MASSES WITH PICTURE-STORY BOOKS. Interracial books for children, v. 5, no. 1/2, 1974: 7–10. illus. GR&B-CBS

A two-part analysis of children's books produced in China before and after the Cultural Revolution. Part 1 deals with books translated into English, among other languages, by the Foreign Languages Press of Peking; part 2 concerns books only in Chinese. Both lots of books examined were found to "promote essentially the same values."

Part 2 surveys eighty picture-story books published in China since 1970, with English titles given here and book covers reproduced. These are divided into six broad categories: stories from contemporary life written as object lessons; works depicting the Civil War and the struggle against the Japanese; descriptions of revolutionary movements in other countries; adaptations of works by foreign authors; primers or elementary texts; and folklore. Selected examples are annotated and the remaining titles listed.

875

Diény, Jean Pierre. LE MONDE EST À VOUS; LA CHINE ET LES LIVRES POUR ENFANTS. [Paris] Gallimard [1971] 155 p. plates (part col.) (Collection Témoins) PN1009.C5D5

Bibliography: p. [145]–155.

An amply illustrated essay on children's books in China up to the Cultural Revolution. Commenting that the books he uses as examples were bought between 1964 and 1966, the author points out that they do not reflect the development of children's books from 1949 (when the People's Republic was founded), nor can they be considered representative of all types. He analyzes their contents—social problems, the United States, and Vietnam are among the topics covered—noting the intermingling of propaganda and tradition with emphasis on efficiency and perfection. Sharply revealing of Chinese attitudes are the reproductions of illustrations from the books discussed.

876

Scott, Dorothea. CHINA IN PRINT: CURRENT TRAVEL, HISTORY, AND DESCRIPTIVE BOOKS. School library journal, v. 19, Nov. 1972: 31–36.
Z1037.A1S3, v. 19

A library school lecturer, formerly a librarian in China and Hong Kong, presents and analyzes books on contemporary China and its history, published (in the United States, but some first in England) for children and young people in the 1960s and 1970s. While concentrating on the most substantial and reliable works, she also presents a few for which she expresses certain reservations, not of accuracy but of attitude (e.g., "a slightly condescending air"). Illustrated and with a four-part bibliography: "People's Republic of China," "China: Modern History," "China: History and Culture," and "China: Travel and Description."

"Chinese Stories: a Plea for Authenticity," by the same author, in a later issue of the magazine (v. 20, Apr. 1974: 21–25) deals with children's books of Chinese stories "from which many of the ideas about China are derived." This survey includes, chiefly, works published since 1950, but also some earlier books of influence still being read. She points out inaccuracy of illustration, overdrawn incidents, dated textual pictures, and, on the other hand (as in Eleanor Lattimore's stories), a timeless quality of storytelling and authentic illustration. She blames publishers for lack of care for illustration and a "phony 'Oriental' style" of lettering. A bibliography of the twenty-six books analyzed is appended.

See also The Chinese in Children's Books, item 312.

Japan

877

Downs, Lavinia D. PUBLIC LIBRARIES IN JAPAN. Top of the news, v. 26, Jan. 1970: 169–174. Z718.1.A1T6, v. 26

Mrs. Downs, librarian at the American School in Tokyo, notes and gives reasons for the general state of uninviting public libraries for children, and describes in some detail exceptions she visited in Mitaka and in Hino, a suburb of Tokyo. In the latter, for example, there are two bookmobiles and one branch library which is only for children—a remodeled red-and-yellow street car. Good book selection here is served by a list put out by the Japan Library Association.

In conclusion, while Mrs. Downs deplores the lack of relationship between public libraries and schools, she sees hope for the future in the growing production in Japan of good books for children and the work of imaginative leaders.

878

Huthwaite, Motoko F. AN ANALYSIS OF CONTEMPORARY JAPANESE CHILDREN'S LITERATURE WITH A FOCUS ON VALUES, A DISSERTATION. [Pontiac, Mich.] 1974. 143 l. PN1009.P3H87

Thesis—Wayne State University, Detroit.

Electrostatic copy.

An examination of a random sampling of twenty Japanese-language picture books, folk literature, fantasy, and realistic fiction in "the unique collection of Japanese children's books at the Library of Congress." As background for the study, some 500 volumes received by the Library from Tokyo since 1968 were scanned in their original Japanese.

A review of the history and development of Japanese children's literature precedes a critical examination of the literary values of each of the works selected (these having received several thorough readings in Japanese) in terms of settings, plots, characterizations, themes, and style.

The conclusion states that values are "generally more alike than different from current American values" and that there are cultural differences unaccepted in the West. A summary of the translations into English shows the emphasis primarily on fantasy and folk literature, realism being limited, in the sampling, to animal stories. All are for younger children.

879

Kodomo no Hon Kenkyukai [Children's Book Circle] WATAKUSHITACHI NO ERANDA KODOMO NO HON (SHŌWA 46-NEN)[BOOKS FOR CHILDREN WHICH WE SELECTED (1971)] Kaitei. Tokyo, Kodomo no Hon Kenkyūkai Shōwa 48 [1973] 123 p. illus. GR&B-CBS

A compilation of three recent lists of the same title (the first, 1966 [see *Guide, First Suppl.*, item 685]; a second including titles published up to the end of 1967; and a third including titles published before the spring of 1969), plus titles of new books published through March 1971.

The 330 titles selected—picture books, stories, and fiction—are intended for children from picture-book age to grade six, in four groups: those under five, five to seven, seven to nine, and nine to twelve, with books in each division arranged for intended age from younger to older.

It is interesting to note that in group 1, eighteen titles are translations from other languages, five are original Japanese; in group 2, there are thirty-one and nineteen; in group 3, forty-nine and thirteen; and in group 4, ninety-two and fourteen—a total of 190 translations and sixty-one Japanese originals.

The compilers, for the Children's Book Study Group, include Momoko Ishii, Teiji Seta, Kyoko Matsuoko, and Shigeo Watanabe.

880

Kokuritsu Kokkai Toshokan, *Tokyo.* Kokuritsu Kokkai Toshokan shozō jidō tosho mokuroku [National Diet Library catalog of children's books] v. 1+ 1971+ Z1038.T58K6 Orien Japan

A substantial, though unannotated, catalog of the holdings of children's books (volume one has some twenty-one hundred titles published between the 1870s and 1968) in the collection of the national library of Japan. It lists the books in classified arrangement, except for picture books and comic books, which appear with an overall index in volume two.

881

Library and information science. no. 6+ 1968+ [Tokyo] annual. Z671.L7165 Orien Japan

Continues *Library Science.* Official publication of the Mita Society for Library and Information Science.

English or Japanese.

A serial published by the Keio University School of Library and Information Science.

Shigeo Watanabe presents "Study of Children's Literature—Syllabus I: Child Development, Picture Books, Traditional Literature" (no. 6, 1968: 73–93). Professor Watanabe notes in the English resumé that the syllabus is based on his lecture experience and aims to cover the most outstanding types of children's literature. He adds that by a "very interesting coincidence . . . the number of new titles of children's books annually published during the last few years in [the] U.S.A., Great Britain and Japan is approximately the same" but that general studies of children's literature in Japan lag behind those of the other countries. A second part of this syllabus (no. 7, 1969: 67–78) concentrates on fantasy.

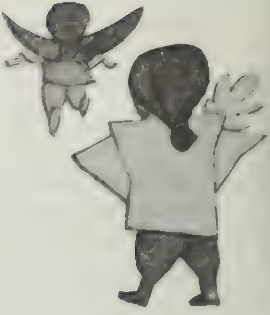
In issue no. 11, 1973 (p. 89–103), Takashi Kakinuma presents "Some Aspects of School Librarianship in Japan" with a resumé in English, and in the same issue (p. 105–111) Kiyoko Suzuki offers "Views from My Experiences as a School Librarian."

Issue no. 9, 1971 (p. 209–229), also with English resumé, contains "Children's Libraries in Tokyo from 1887 to 1945" by Y. Kogochi.

882

Matsuoka, Kyoko. A home library in Japan. Top of the news, v. 26, Jan. 1970: 158–168. illus. Z718.1.A1T6, v. 26

An American-trained children's librarian, now a writer and translator of children's books, describes her *Katei Bunko,* a one-day-a-week home library for neighborhood children that is "becoming rather popular in Japan." Hers, in Osaka, unlike most home libraries, is free (usually thirty-six yen, or ten cents, is subscribed per month). It has a volunteer staff of three, a collection of some 1,300 children's books, and a weekly story hour for a membership limited to some 180 regular users.



「ええい、しゃくだ」
「こぞうめに　まけたぞ」

てんぐたちは、ざわざわたちあがると、てんでに、まけた　こまを、一ちょうさんの　ふところへ　ねじこみました。
「わっはっはっは。みごと、こぞうに　してやられたわい」

てんぐわらいが、どっとおこると、おおきな　はばたきがして、てんぐの　すがたはきえてしまいました。

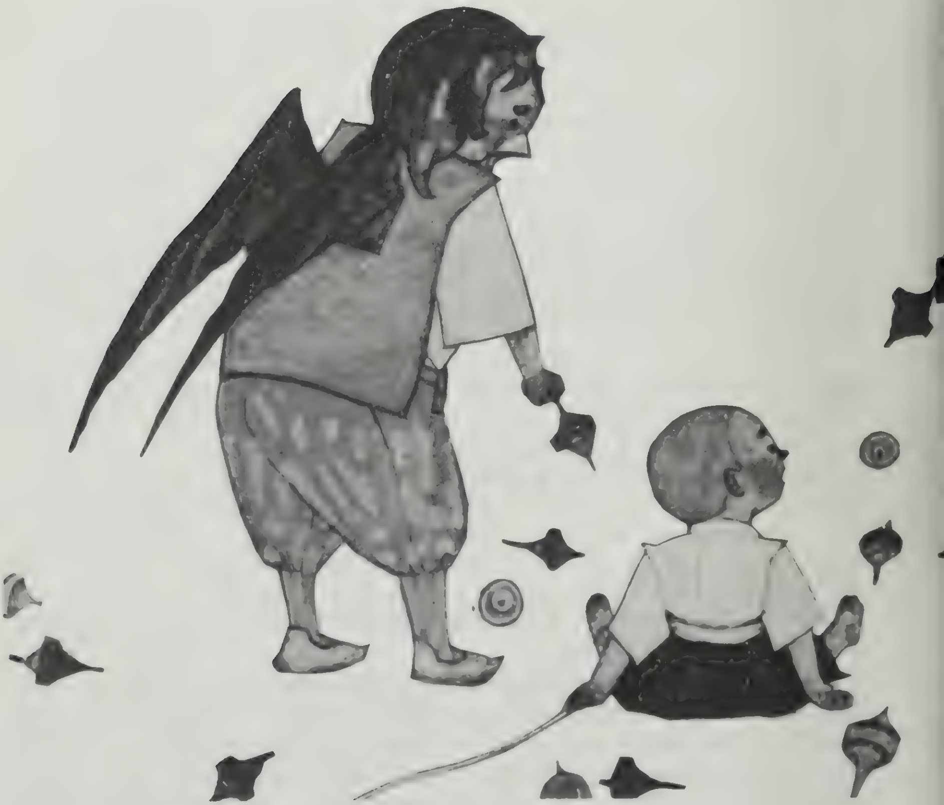
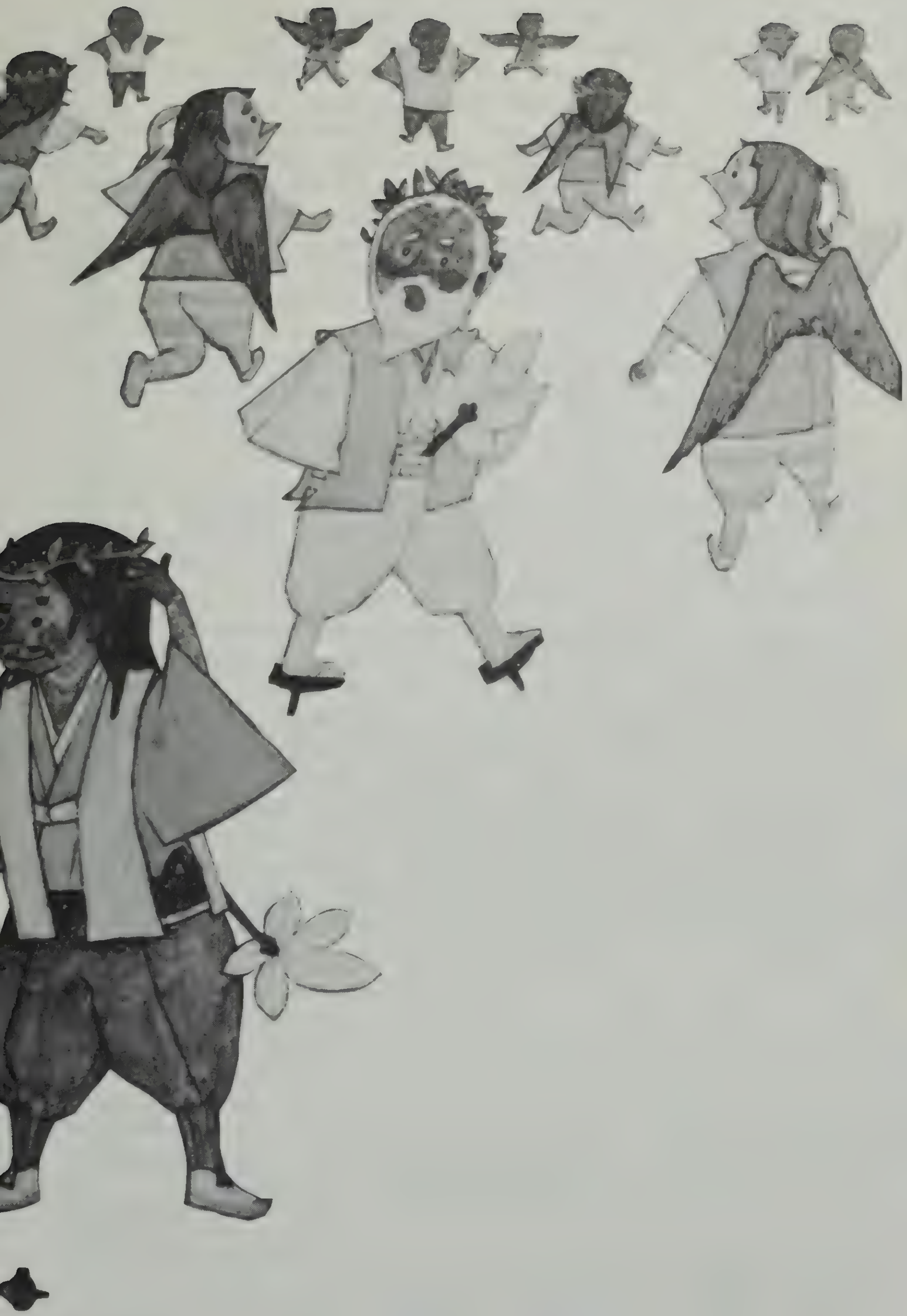


Illustration by Haruo Yamanaka
from Itcho and the Tengus' Tops
(Tokyo: Fukuinkan-Shoten, 1958) by Nami Kishi.
Reproduced by permission.



Tribute is paid to the influence of Momoko Ishii who has conducted her home library since 1958, the result of seeing the necessity of establishing a channel between the producers of children's books and children as readers, as discussed in her book *Kodomo no Toshokan* (*Libraries for Children,* see *Guide,* item 1073).

Miss Matsuoka explains why such libraries arose, and why efforts have not been directed toward developments in public library service, which she believes must be of public concern and will be the solution in the end. At this time she sees public library children's rooms to be few (some 326 in 814 public libraries) so that for many children they are out of reach; these cannot give desired services, since they lack trained children's librarians; and they do not have well-selected collections. Further, the small home library has advantages in a close relationship with children. However, she believes that the home library may be clearing the path for public library growth in the right direction.

883

New York (City). *Public Library.* JAPANESE CHILDREN'S BOOKS, ON EXHIBITION IN THE CENTRAL CHILDREN'S ROOM. [New York, 1972] 30 p. illus.
GR&B-CBS

Introduction by Tamiyo Togasaki.

An exhibition, cosponsored by the Japanese Ministry of Foreign Affairs and the Japan Society of New York, of books donated by the Japan Book Publishers Association.

The catalog is arranged in two parts, with a detached supplement. The first part lists fifty "distinguished" books published before 1969, and the second, a less selective choice of more recent titles. Most of the books are picture books and stories for younger readers, their titles given first in Japanese followed by English translation. A separate mimeographed supplement to part two lists forty-three additional titles published in 1971–72: picture books, stories for young readers, works for older children, and nonfiction. Note is made of publication of a book in English.

Index of titles; index of authors and illustrators; list of three bookdealers (with addresses) in New York City and San Francisco.

884

Nihon Kodomo no Hon Kenkyukai [Japanese Society for the Study of Children's Books] KODOMO NO HONDANA. [BOOKSHELF FOR CHILDREN] v. 1+ July 1971+ Tokyo, Meiji Tosho Shuppan K. K. quarterly.
GR&B-CBS

A journal which presents articles on aspects of children's literature and library service.

A special issue (no. 7, March 1973) is devoted to library reading facilities, including the history of children's libraries; a four-part discussion of the situation in the U.S.A., USSR, Canada (Toronto), and Europe; and a number of accounts of personal experiences with books and libraries. The issue also contains a critique of current children's magazines and an enumeration of selected books for the quarter.

The July 1973 issue celebrates Hans Christian Andersen, the man and his works, with discussion of how his stories are received today and a list of Andersen writings. Also in this issue is a consideration of the criticism of children's literature.

A later issue deals with *Little Lord Fauntleroy.*

885

Watanabe, Shigeo. JAPANESE AND AMERICAN PICTURE BOOKS. . . SIMILARITIES AND DIFFERENCES. The Michigan librarian, v. 37, winter 1971: 11–14. Z673.M6, v. 37

Pointing out that a "widening market has led more publishers to innovate techniques and subjects in making picture books," the author states that his nation has had a long tradition of picture books—an ancestry at least as ancient as the twelfth- and thirteenth-century picture scrolls and the later ones folded and bound in the fifteenth century. He notes contemporary illustrators whose works have drawn international attention (commenting on the first three, particularly): Chiyoko Nakatani, Suekichi Akaba, Yasuo Segawa, Seiichi Horiuchi, Seizo Tsjima, and Daihachi Ota.

He sees the type of books owned by children in both Japan and the United States as alike, in that it is largely the inexpensive kind sold at supermarkets and the comics. To illustrate a primary characteristic, Japan's regard for closeness of kinship, he discusses Momoko Ishii's *Doll's Day for Yoshiko.* Comparatively, he finds parents absent or in minor roles in American stories. Another difference is seen in the treatment of children: as children in Japan, but as much like adults as possible in America. He notes that in Japan more parents read and tell stories to their children. He also cites Japanese ease with nature (humans need not be involved in picture-book treatments of insects and small animals). Humor and fantasy have been somewhat lost in Japan "in the course of social and economic changes."

886

——— KODOMO NO HON O TSUJITE NO KOKUSAI RIKAI. [INTERNATIONAL UNDERSTANDING THROUGH CHILDREN'S BOOKS] Kodomo no yakata. [Children's house] no. 12, May 1974: 101–109; no. 13, June 1974: 108–117. Orien Japan

In part one of this two-part report on international matters, Professor Watanabe pleads for cooperation in all areas of professional interest in children's literature. The messages written for International Book Day 1973 by Joan Aiken and Angus Wilson are reproduced.

In part two Watanabe continues with more about the importance of international cooperation, describing the history, program, and Hans Christian Andersen award of the International Board on Books for Young People; the sub-section on Library Work with Children (IFLA) and its publications; and the international seminars on children's literature at Loughborough. A directory of addresses for these and other international institutions and organizations is included.

Available as offprints.

887

——— PICTURE BOOKS FOR CHILDREN IN PRE-WAR JAPAN. Tokyo [197-] 20 l. GR&B-CBS

Photocopy of typescript.

The English text of an article that "covers only the historical background of today's flourishing world of picture books in Japan." (See *Guide, First Suppl.*, item 698, for Professor Watanabe's appraisal of modern Japanese literature.)

Beginning here with the age of picture scrolls, the discussion continues with the fifteenth- through seventeenth-century block-printed *akahon*—"time-passing storybooks of short writings"—and the early eighteenth-century, cheaper *akahon* for the less sophisticated, which included folktales later to become popular. These are said to be analogous to the chapbooks of England and are illustrated by such famous artists as Hokusai Katsushika and Kuniyoshi Utagawa. The author regrets that "unfortunately nothing of their influence is discernible in today's books for children."

The translation of Grimm in 1890 and *Little Lord Fauntleroy* ("the first book for children to become a best-seller in Japan") is stated to have begun a new era in children's literature. The development of lithography gave new opportunities for artists, especially those influenced by the West, and led to a series of small volumes illustrated by progressive artists. These block-printed traditional Japanese stories were translated into English and have become collectors' items today.

An epilogue accounts for the present-day popularity of picture books and the resulting influence on publishers to innovate techniques and subjects, which has, in turn, raised the standard to such a degree that contemporary Japanese illustrators have drawn considerable attention from international critics.

888

——— POST-WAR CHILDREN'S LITERATURE IN JAPAN. International library review, v. 2, Apr. 1970: 113–124. Z671.I64, v. 2

A revised edition of item 698, *Guide, First Suppl.*

Professor Watanabe's tracing of developments during the past twenty years reveals how influences of World War II, sudden changes in the social structure and life of the country, and the increase in the number of children's books and child readers have created problems. After discussing juvenile magazines and the general rejection by children of didactic books written with good intentions, he highlights the contribution of Momoko Ishii ("best-known author and translator of children's books") and other contemporary creators of children's books and emphasizes the great importance of the translation program.

In the Children Book Council *Calendar* (March-August 1975) Professor Watanbe writes further about three classic, though modern, Japanese children's book authors—Momoko Ishii, Nobuo Ishimori, and Tomiko Inui—and, while decrying social and political influences creating second-rate books, mentions recent titles that "serve to inspire and entertain children."

Korea

889

Yi, Chae-ch'ōl. ADONG MUNHAK KAERON. [INTRODUCTION TO CHILDREN'S LITERATURE] Seoul, Munundang, 1967. 474 p. illus.
PN1009.K6Y5 Orien Korea

A substantial treatment of children's literature in general: the history of Korean children's literature; criticism of ten outstanding Korean authors for children; theories of how to write for children—fiction, drama, poetry, and nonfiction; and worldwide children's literature, country by country (including China, Japan, the USSR, France, England, the United States, and other lands). Appendixes contain abstracts of fifty famous international children's classics; definitions of some seventy folktale types; a biographical dictionary of Korean authors (listing works); a chronological bibliography for Korean children's literature; and a bibliography of works about Anglo-American children's books.

Many title pages or book covers are reproduced.

India

890

Devasare, Harikṛshṇa. HINDĪ BĀLASĀHITYA. [CHILDREN'S LITERATURE IN HINDI: A STUDY] Delhi, Atmaram, 1969. 414 p. PN1009.H5D44
In Hindi.
Bibliography: p. [416]

A footnoted ample survey of the historical development of Hindi children's books. It provides discussion of their themes and styles of writing and compares them with children's literatures in other languages of India.

Bibliography of Indian and other references on children's literature, childhood, reading, and folklore.

891

Maḥmūdurraḥmān. URDU MEN̲ BACCON̲ KĀ ADAB. [CHILDREN'S LITERATURE IN URDU.] Karachi, National Publishing House [1970] 512 p.
PN1009.U7M3
In Urdu.
Bibliography: p. [487]-492.

A survey of literature in Urdu produced for Indian and Pakistani children. A history of Urdu books is followed by discussion also of children's books in English. Chapters are devoted to story-writing, leading Indian and Pakistani writers (both earlier and twentieth-century), poetry, plays, and periodicals, as well as stories and novels.

Bibliographies of children's books and periodicals and of reference works related to children's literature.

892

Nayak, Sharada, *and* Mala Singh. AN ANNOTATED BIBLIOGRAPHY OF CHILDREN'S BOOKS ON INDIA. New Delhi, Educational Resources Center, 1972. 63 p. Z3208.L6N3

An annotated, graded list of titles intended for American children and published since 1961. Each of its two parts—"Books Published in America" and "Books Published in India"—is preceded by an Indian specialist's introduction. Entries fall into four groups: "For the Early Grades"; "Epics, Myths, and Traditional Tales"; "Fiction"; and "Non-Fiction." Some evaluative comment is given; recommended and unrecommended titles are specified.

893

Verma, Manohar Lal. BHĀRATĪYA BĀLA SĀHITYA: EK VIVECHAN. [INDIAN CHILDREN'S LITERATURE: AN INVESTIGATION] Udaypur, Rajasthan Sahitya Academy [1967] 205 p. illus. PN1009.I5V4

In Hindi.

Previously published in a special issue of *Madhumatī.*

An analysis of children's literature in the many different Indian languages in the form of articles by authors belonging to different regions of the country.

Chapter-head illustrations.

Malaysia-Indonesia

894

Van Niel, Eloise. MALAY FOLK LITERATURE WITH SPECIAL REFERENCE TO CHILDREN. International library review, v. 5, Oct. 1973: 483–495. Z671.I64, v. 5

This article, discussing kinds of Malay stories available in English, is related to a 1972 UNESCO-sponsored conference on Malay culture. It aims to show that Malay folk literature is worthy of more exposure, since only a fraction of the total body of tales is known. The writer summarizes the types of lore and characters and appends a bibliography of general works about the folklore and specific volumes available in English (published in Southeast Asia, England, and the United States).

895

Wiese, M. Bernice. Opening school library doors in Malaysia and Singapore. ALA bulletin, v. 63, Dec. 1969: 1586–1595.
Z673.A5B8, v. 63

An informative, detailed article that offers background for understanding difficulties in the development of school libraries in areas facing many problems. The author, one of a succession of specialist advisors teaching and conducting workshops, gives practical views of steps taken to establish regional library demonstration centers, concentrating on problems of developing collections, providing staff and services, promoting library use, selecting acquisitions for curricular needs and multiracial interests, and getting books written and available.

See also Douglas Koh's "School Libraries in Singapore" (*ALA Bulletin,* v. 63, Dec. 1969: 1596–1698).

Philippines

896

Sanchez, Concordia. Philippine school libraries: their organization & management. Manila [MCS Enterprises] 1971. 172 p. Z675.S3S243
Bibliography: p. 151–152.

Intended to serve as a basic guide for teacher librarians who have not taken formal courses in library science, as well as a textbook for a required library science course in school libraries, offered by the College of Education, University of the East. It aims to provide a clear understanding of school library administration—not to serve as a manual for cataloging or reference work. Thus it discusses planning and equipping the library, staff, building and processing the library collection, nonbook materials, reading room services, library instruction, and public relations.

Appendixes contain a book review form, lists of bulletins, circulars, other publications, and approved reference books and magazines.

Indexed.

Singapore

897

Perpustakaan. v. 1+ Oct. 1966+ [Singapore] semiannual.
Z845.S5P432

This official journal of the Library Association of Singapore and the Persatuan Perpustakaan Malaysia, written chiefly in English (some articles in Malay), has occasional pieces related to children's library service: "Library Services for Children, Young People and Schools" by Vilasini Perumbulavil, children's specialist (v. 1, May 1967: 101–107);

From Chia Hearn Chek's The Bird Hunter *(1972) from the Moongate Collection. Illustrated by Kwan Shan Mei. Reproduced by permission of the Alpha Press Pte. Ltd., Singapore.*

"Public Libraries and Children" by Hedwig Anuar, director of the Singapore National Library (v. 2, Oct. 1967: 209–215); and "Library Manpower in School Libraries" by M. Bernice Wiese, visiting Fulbright lecturer (v. 3, no. 1/2, 1968/1969: 50–57).

898

Wiese, Marion Bernice. SCHOOL LIBRARIES AND SCHOOL LIBRARIANSHIP; A TEXTBOOK AND REFERENCE BOOK FOR TEACHER-LIBRARIANS. Singapore, Teachers' Training College, 1971. 214 p. illus. Z675.S3W7

A detailed manual which covers many aspects of school librarianship: objectives, functions, trends, staffing, budget, administration, organization, and selection of materials. Audiovisual materials are omitted; however, references to these are provided in an extensive, classified bibliography (p. 204–214).

899

WORKSHOP ON CHILDREN'S BOOKS, SINGAPORE, 11–13 OCTOBER, 1971. Singapore book world, v. 3, Nov. 1972: 3–25. GR&B-CBS

An account of a workshop with three main objectives: to develop an appreciation of children's books as an integral part of all serious literature; to examine all areas of activity concerned with children's books, i.e., writing (paper by Ivan Southall, leader of the workshop), illustrating (by leader Chia Hearn Chek), publishing (by Janet Theseira), and promotion (by Vilasini Perumbulavil and Mavis Richards); and to examine the present state of children's books in Singapore and stimulate interest and action in improving and enlarging their quality, range, availability, and use.

Sri Lanka

900

Kamaldeen, S. M. Pātacālai nūlakar kainnūl. A basic manual for school librarians. [Colombo, Kumaran Press] 1970. 45 p. illus.
Z675.S3K16

In Tamil.
"A short reading list": p. 44.

A brief, practical guide which explains such basic elements as the catalog card and the Dewey classification scheme. It includes a short list of suggested reference works for a school library.

Vietnam

901

Nha-Trang Công-Huyê‘n-Tôn-Nü’. Vietnamese folklore: an introductory and annotated bibliography. Berkeley, Center for South and Southeast Asia Studies, University of California, 1970. xxi, 33 l. (Center for South and Southeast Asia Studies, University of California. Occasional paper no. 7) DS503.C35, no. 7

A preliminary listing of 199 briefly annotated works and articles in Vietnamese, French, Chinese, and English. In a detailed introduction the author comments on the recording of folk narratives (by "literary scholars in Chinese or Sino-Vietnamese characters" in the thirteenth century and by nineteenth- and twentieth-century French travelers and scholars). She continues by discussing Vietnamese folklore and its relationship to that in neighboring countries, particularly China, commenting on the need for intensive study in the field.

Entries are numbered and grouped in categories. The majority have annotations; however, about a fourth of the items do not, for they have not been located. She notes that some 40 percent of the works may be found in the Library of the University of California at Berkeley, and the rest at the Library of Congress and the Yale University Library.

General

902

The present condition of children's book publishing in Asia. Bookbird, v. 10, no. 1, 1972: 40–42. PN1009.A1B6, v. 10

A synthesis from reports of several experts from Asian countries meeting in Tokyo, July 20–24, 1971, where means of supplying reading material for children were discussed.

Serious efforts to improve current publishing situations are seen, in spite of major difficulties: Vietnam's Ministry of Education's budget for the production of children's books; the production of books and their free distribution by the government of Afghanistan (as in Sri Lanka)—a monopoly that produces cheap books in great numbers; and other developments.

Reports show that in India the government "has encouraged existing private publishers and on the other hand has entered the field of publishing itself." Important in the private sector is the Children's Book Trust; in the public sector the largest publisher is the National Book Trust, an autonomous organization under the Ministry of Education which publishes simultaneously books for the students in the twelve major Indian languages and in English.

See complete report on the meeting and its results in *The Second Experts Meeting on Planning Common Reading Material in Asia* (Tokyo Book Development Centre, 6, Fukuro-machi, Shinjuku-ku, Tokyo).

LATIN AMERICA

Argentina

903

Bravo Villasante, Carmen. International seminar on children's literature in Buenos Aires. Bookbird, v. 12, no. 2, 1974: 60–64. PN1009.A1B6, v. 12

A seminar held April 22–27, 1975, sponsored by UNESCO-CERLAL (district center for promotion of books in Latin America). The report notes "the limitations and intervention of rather undiplomatic politics," as well as the lack of schools, libraries, and books; nevertheless, an enormous interest has been awakened and the clear necessity seen for extensive cultural planning, including material to stress national values and specialists to administer book collections for children.

National reports on the position of children's literature followed words from UNESCO and from Niilo Visapää, president of IBBY. Papers were also provided by European specialists: from Spain, Ramón Nieto on the superiority of the book to audiovisual media and Mrs. Bravo Villasante on the revival of folklore (folklore also being emphasized in several of the South American reports) and the effectiveness of audiovisual media in promoting reading; from France, Marc Soriano, who referred to "industrialized literature"; and from Italy, Laura Draghi on aspects of translation.

A list of nineteen symposium recommendations concludes this summary.

904

Guevara, Darío C. PSICOPEDAGOGÍA DEL CUENTO INFANTIL. [Buenos Aires] Bibliografica OMEBA [1969] 137 p. (Colección Pedagogos de América) PN1009.A1G83 1969

An analysis of children's stories from a psychological point of view, commenting on such elements as fear, revenge, and mysticism. Among classic tales discussed in detail are *Don Quixote, The Thousand and One Nights,* and several works of the brothers Grimm, Perrault, and Andersen.

905

Litton, Gaston L. BIBLIOTECAS INFANTILES. [Buenos Aires] Bowker Editores Argentina [1973] 225 p. (Breviarios del bibliotecario, 2 ser., 15) Z718.1.L58

A guide describing the functions, book selection principles, reading guidance, story hours, administration, and staff of the children's library.

International bibliography (p. 219) of works on children's library service.

906

Pastoriza de Etchebarne, Dora. EL OFICIO OLVIDADO; EL ARTE DE NARRAR. [THE FORGOTTEN FUNCTION; THE ART OF STORYTELLING] [Buenos Aires] Editorial Guadalupe [1972] 143 p. (Biblioteca pedagógica. Sección 3: Metōdología, v. 6) LB1042.P38

On spine: El arte de narrar.

Bibliography: p. 143.

A work intended to revive the telling of old tales to the young. Before dealing with the technique of storytelling, the author comments on the importance of folk literature in the past and its value today.

Brazil

907

Amaral, Maria Lúcia. CRIANÇA É CRIANÇA; LITERATURA INFANTIL E SEUS PROBLEMAS. [Petrópolis] Vozes, 1971. 118 p. illus. PN1009.A1A45

"Em convẽnio com o Instituto Nacional do Livro."

Bibliography: p. 117–118.

An examination of literature—fantasy, folklore, poetry, drama, and other forms—of value for young readers: considers historical aspects, illustration, and interests today.

Bibliography of professional works, chiefly in Portuguese, but with a few also in French, Spanish, and English.

908

BOLETIM INFORMATIVO. Rio de Janeiro, Fundacao Nacional do Livro Infantil e Juvenil, v. 1+ April 1969+ quarterly (six issues yearly to Mar. 1971) GR&B-CBS

Emanating from the Brazilian National Section of the International Board on Books for Young People (the Fundacao), this is a bulletin of news, articles, and book reviews related to children's literature. The first issue contains an editorial revealing the section's emphasis on celebrating International Children's Book Day and reports the eleventh congress of IBBY. A list of the Hans Christian Andersen Medal winners from the beginning also appears here. Described is a course in children's literature and library work conducted at the Escolinha de Arte do Brasil. The book review section contains six reviews, each a half page in length.

The fourth issue of 1974 includes brief reports of the Rio de Janeiro congress of the International Board on Books for Young People, held October 21–25, 1974.

909

Carvalho, Bárbara V. LITERATURA INFANTIL; ESTUDOS. [CHILDREN'S LITERATURE; STUDIES] [São Paulo] Editora Lotus [1973 or '74] 382 p. PN1009.A1C33

Bibliography: p. 381–382.

The topics covered by this study include children's literature in general (by types), its history from the seventeenth century, reading guidance, Brazilian books and important writers of yesterday and today, the technique of illustrating books for children, and the children's library (by Lenyra Fraccaroli).

International bibliography (limited) of works related to children's books and reading.

910

Dornelles, Leny W. THE CREATION OF CHILDREN'S BOOKS AND CULTURAL VALUES. Bookbird, v. 12, no. 3, 1974: 25–31. PN1009.A1B6, v. 12

A paper presented at the Children's Book Seminar, Buenos Aires, April 22–27, 1974.

The author, who works with children's book publishing at the Fundação Nacional do Libro Infantil e Juvenil in Rio de Janeiro, makes observations on problems in transitional societies: "We suffer culturally in Brazil and in Latin America the effects of technological impact upon our traditional structures." She sees the prevailing adverse criticism of new national authors who, when their writings are compared with translations of competitors, tend to turn back "to a nostalgic vision and to the rhetoric of . . . childhood memories."

Other problems lie with writers for adults who turn to a fantastic realism, those who fail to do research for new nonfiction, and others who forget or disfigure folklore. The fact that 50 percent of books published are based on translations has been criticized.

See also, in the same issue (p. 32–36), "Information about the Production of Books for Children in Brazil—Host Country of the 14th IBBY-Congress," an article briefly describing the work of ten publishers "who, on account of their importance within the publishing field in Brazil, have made or may possibly make a significant contribution in the area of children's books."

911

Salem, Nazira. HISTÓRIA DA LITERATURA INFANTIL. [2. ed. ampliada e reformulada] São Paulo, Editôra Mestre Jou [1970] 198 p.
PN1009.A1S25 1970

First edition published in 1959 under title: *Literatura infantil.*
Includes bibliographies.

Children's literature in general and in Brazil, famous books adapted for children, and children's classics from Andersen to Disney are discussed in brief, with appended lists of editions available for each title.

Among famous Brazilians introduced are the classic writer Monteiro Lobato and the contemporary Odette Mott.

912

Seminário de literatura infantil, *São Paulo, 1972.* ANAÍS. [Editoração: Leny W. Dornelles. Rio de Janeiro] F[undação] N[acional do] L[ivro] I[nfantil e] J[uvenil, 1973] 171 p. GR&B-CBS

Special issue of the *Boletim informativo da FNLIJ.*

Papers and reports of discussions from a three-day seminar on children's literature, sponsored for International Book Year by the Brazilian Section of the International Board on Books for Young People (FNLIJ). Among the lecturers whose papers are included here are Marc Soriano (professor, France), Gian Calvi (author, Brazil), Anne Pellowski (UNICEF, U.S.A.), Carmen Bravo Villasante (critic-author, Spain), Frida Shultz de Montovani (writer, Argentina), Regina Yolanda (illustrator, Brazil), and Leny W. Dornelles (IBBY vice-president, Brazil).

913

Souza, Ruth Villela Alves de. EXPOSIÇÃO DE LIVROS INFANTIS BRASILEIROS. CATÁLOGO. Colaboração da: Fundação Nacional do Livro Infantil e Juvenil—Seção Brasileira do IBBY. [Rio de Janeiro, 1974] 14 l.
GR&B-CBS

A catalog, compiled of an exhibition of recent Brazilian children's books sponsored by the Brazilian Section of the International Board on Books for Young People, for display in Buenos Aires (Seminário de literatura infantil, Centro Regional de Difusão do livro na América Latina—CERLAL (UNESCO) Buenos Aires, 22–27 abril de 1974).

914

Tavares, Denise F. A BIBLIOTECA ESCOLAR; CONCEITUAÇÃO, ORGANIZAÇÃO E FUNCIONAMENTO, ORIENTAÇÃO DO LEITOR E DO PROFESSOR. [São Paulo] LISA, 1973. 161 p. illus. Z675.S3T15

Written by the director of the Biblioteca Infantil Monteiro Lobato in Salvador-Bahia, this is a practical, detailed guide for organizers and administrators of school libraries. Discussing functions, objectives, and characteristics, it points to the ideal of having both school libraries and a service for children and young people in public libraries. Among activities suggested for young library patrons are debates, exhibitions, story hours, dramatics, film showings, and reading clubs. Technical matters discussed include classification and cataloging.

Bibliography (p. 161) of reference works—American, Spanish, and Latin American.

See also this librarian's earlier illustrated work on children's libraries "today" in *As Bibliotecaras Infanto—juvenes de Hoje* issued by her library in Salvador-Bahia (1970, 52 p. Z718.1.T34).

915

Werneck, Regina Y. M. ILLUSTRATION OF CHILDREN'S BOOKS IN BRAZIL. Bookbird, v. 11, no. 2, 1973: 64–69. PN1009.A1B6, v. 11

An artist and school director in Rio de Janeiro discusses the present and earlier state of illustrating (and of publication, first of all) for children in a country where "the first time a children's book was illustrated . . . was in 1939." Remarks on illustration contests and the distribution of books introduce the role of the Instituto Nacional do Libro in stimulating publishing.

Peru

916

Izquierdo Ríos, Francisco. LA LITERATURA INFANTIL EN EL PERÚ. Lima, Casa de la Cultura del Peru, 1969. 90 p. PN1009.S8I9

"Pequeña antologia": p. [41]–90.

After stating that "No existe una literatura infantil orgánica con motivos peruanos," the author adds that he would like to find national themes along with an international literature. His essay introduces many titles available in Peru, and he appends a small anthology (p. 41–90) of stories and poems.

Uruguay

917

Jornados de divulgación sobre bibliotecas para niños, *Montevideo, 1973*. DOCUMENTOS. [Montivideo, 1973?] 1 v. (various pagings) GR&B-CBS

At head of title: Instituto Interamericano del Niño O.E.A.

Association de bibliotecarios del Uruguay.

Working papers for an institute, sponsored by the Organization of American States. These are devoted to many aspects of children's library work: objectives, functions, staff and its training, the library collection and its selection, services, and techniques. Provides a summary of recommendations. Three international bibliographies are related to literature for children, children's libraries, and school libraries.

Indexed by author.

Venezuela

918

Agudo, Alvaro. LIBRARY SERVICE IN VENEZUELA—ACTIVITIES OF THE "BANCO DEL LIBRO". Bookbird, v. 12, no. 4, 1974: 59–60.
PN1009.A1B6, v. 12

Founded in 1960, this center in Caracas has as its main focus books and the use of books in an interdisciplinary program. Thus it has made available education materials, investigated reading habits, and established traveling-book service. It has also established school libraries in Ciudad Guayano, public libraries and reading rooms in outlying areas of Caracas, as well as library buses.

The writer expresses a hope that the exemplary models will lead to government interest and support for planned projects.

Abridged from a paper read at the fifth World Congress of Reading.

919

Subero, Efraín. BIBLIOGRAFÍA DE LA POESÍA INFANTIL VENEZOLANA. Caracas, Banco del Libro, 1966. 118 p. Z1924.5.S82

With a preface by the compiler, this volume cites 448 titles under the heading "Antologías hispanoamericanas," "Antologías venezolanas," "Poemarios infantiles," "Poesía suelta" (separate poems, under names of writers, with pages indicated for source in volumes named), and "Folklore."

Appendixes relate to the teaching of poetry (with bibliography), a lesson plan for the poem "El Pintor," and suggestions for school music and singing.

920

Floyd, Jean L., *and* M. Tarcisia [*and others*] BOOKWAVE, RECOMMENDED READING FOR TEENAGERS; AN ANNOTATED CATALOGUE OF BOOKS AND PERIODICALS. Kingston, Jamaica, 1970. 140 p. Z1037.F58

A catalog based on a traveling exhibition of books and periodicals for young people eleven to eighteen years old, sponsored by the Jamaica Library Service and Ministry of Education. Assistance in choosing titles was given by a subcommittee of teachers and librarians working with young people and other specialists. Authoritative reviews and selective lists were also consulted.

The catalog contains prefatory comments on teenage reading. The bibliography first cites materials for teachers, librarians, and parents on such topics as adolescence, the school library, teaching of English, and reading guidance; there follows a "West Indian collection" (poetry, short stories, fiction, and nonfiction about the West Indies); a general list of inexpensive books for supplementary reading programs (arranged by publisher); folklore; short stories; and fiction. The remainder, a list of nonfiction, is arranged according to the Dewey Classification scheme. Full bibliographic information and the price are given for each entry; most have annotations and general reading levels indicated. Asterisks call attention to books of outstanding quality and popularity. Concluding portions cite periodicals, lists of publishers, and booksellers.

921

Jackson, Helen. THE WEST INDIES: A NEW LITERATURE. Interracial books for children, v. 5, no. 6, 1974: 3. GR&B-CBS

A report pointing out that island children, using a linguistic potpourri, have available, chiefly, books in standard English, with only rare attempts made by some writers to incorporate elements of Creole speech or dialect and enable children to see themselves reflected in literature. A few books by West Indian authors are noted to be of excellent quality—among them works by Andrew Salkey and Sir Philip Sherlock.

922

Jordan, Alma T. THE DEVELOPMENT OF LIBRARY SERVICE IN THE WEST INDIES THROUGH INTERLIBRARY COOPERATION. Metuchen, N. J., Scarecrow Press, 1970. 433 p. maps. Z753.A1J6

Bibliography: p. 362–394.

A study of existing library services in the West Indies, "designed to discover if, and how, library services in the region could be developed to triumph over their problems through interlibrary cooperation." Consisting of five major parts ("The Libraries of the West Indies," "The West Indian Pattern of Library Service," "Cooperation—the Active

Force in Library Development," "West Indian Library Cooperation," and "Conclusion"), this clear picture of a complex problem shows that the only way West Indian library services of all types can be developed is by "joint action between libraries and librarians . . . whatever the outcome of political federation for these territories."

See also Carlos Penna's "School Libraries in Central America & Panama" (American Libraries, v. 1, Feb. 1970: 182–183).

FRENCH CANADA

923

Aubrey, Irène E. FRENCH LITERATURE IN CANADA FOR THE YOUNG; A BRIEF SURVEY. Bookbird, v. 12, no. 4, 1974: 64–70. illus.

PN1009.A1B6, v. 12

An illustrated piece by a children's literature specialist who appraises the successes and limitations of French Canadian publishing for children, naming authors and illustrators of the past and present. An annotated bibliography cites bilingual texts, translations, and original works in French. There is also a final unannotated "selected" grouping which includes prizewinners.

The author was appointed first children's literature/library consultant in the National Library of Canada in 1975.

924

Bélisle, Alvine, *and others.* GUIDE DE LECTURE POUR LES JEUNES, 5 À 13 ANS. Montréal, Association canadienne des bibliothécaires de langue française, 1973. 164 p. Z1037.2.B44

With the collaboration of library school students of children's literature, a library school lecturer has compiled this general catalog of French-language works to serve the needs of children's libraries in French Canada. Preceded by a short list of reference studies and bibliographies (a dictionary of authors is said to include 42 Canadians among 902), the annotated class catalog (Dewey decimal) covers the usual categories of nonfiction. Novels are listed by types of fiction (adventure, sea, animals, historical, fantasy, etc.). Books for younger children are arranged by publisher's series, followed by a grouping of single titles.

Description of collections; author and title indexes.

See also item 300, *Notable Canadian Children's Books,* for part 2, "Littérature d'imagination pour la jeunesse au Canada français," by Alvine Bélisle, and a *see also* reference for that author's entry, "Children's books in French" in *Supplement to the Oxford Companion to Canadian History and Literature.*

925

Bélisle, Alvine. THE ROLE OF READING IN QUEBEC OR THE IMPORTANCE OF

THE BOOK IN OUR TEACHING. Bookbird, v. 11, no. 1, 1973: 10–16.
PN1009.A1B6, v. 11

Restating points made in a report of an inquiry published in 1973, this article stresses the importance of a teacher's familiarity with children's literature and work with books at the primary-grade level. It considers the library an essential teaching instrument and makes a plea for a network of libraries in the province of Quebec. The writer supports her conviction that "few boys and girls develop strong reading habits during their adolescence"; books must have already become vital for the twelve-year-old. The teacher can encourage the student by reading aloud to introduce books.

926

Canadian School Library Association. NORMES DE SERVICE DE BIBLIOTHÈQUE POUR LES ÉCOLES CANADIENNES; NORMES RECOMMANDÉES PAR L'ASSOCIATION CANADIENNE DES BIBLIOTHÈQUES SCOLAIRES. Montréal, Centre de psychologie et de pédagogie [c1968] xvi, 82 p. illus.
Z675.S3C1914

Translation of *Standards of Library Service for Canadian Schools* (item 439).

Bibliography: p. 79–82.

See also from the Canadian School Library Association, *Canadian Materials*, "an annual, annotated, awareness list of Canadian materials, print and non-print, of interest to teachers and students in elementary and secondary schools" published by the Canadian Library Association.

927

CRÉATION CULTURELLE POUR LA JEUNESSE ET IDENTITÉ QUÉBÉCOISE; textes de la rencontre de 1972 Communication-Jeunesse [édités par] Paule Daveluy [et] Guy Boulizon. [Montréal] Leméac [1973] 188 p. (Dossiers)
Z1037.2.C73

Bibliography: p. 47–52.

Papers from a 1972 Communication-Jeunesse conference held at the University of Quebec. Members of the association ("déjà plus de cent cinquante membres")—librarians, educators, publishers, authors, and booksellers concerned with French-speaking young people and their books—deal with an urgent need to make available works produced in French Canada, rather than to limit readers to those produced in France, Belgium, and the United States.

An introduction refers to an association bulletin distributed quarterly and to a biobibliographical pamphlet presenting the work of French-Canadian authors. The pieces included here are directed to the various media which contribute to the culture of children—audiovisual aids and theater as well as books.

See also, another publication of Communication-Jeunesse: *Auteurs canadiens pour la jeunesse, 20 biographies et bibliographies* (printed by the Conseil des Arts du Canada, n.d.).

928

Lemieux, Louise. PLEINS FEUX SUR LA LITTÉRATURE DE JEUNESSE AU CANADA FRANÇAIS. [Montréal] Leméac [1972] 337 p. PN1009.F8L4

Includes indexes.

Part 1 of this first full French-Canadian study of its children's literature surveys the period preceding 1940 and that from 1940 to 1971. Further discussion relates to special aspects of the literature: schools, children's magazines, writers for children, prizes, and Communication–Jeunesse, an organization interested in French-Canadian children's literature. Other chapters deal with the publishing picture, illustration, distribution, and bibliographic guides.

Part 2 provides biobibliographical information about authors (p. 135–186) and an unannotated bibliography of French-Canadian children's books (p. [193]–275).

In Review, Canadian Books for Children (v. 2, spring, 1973: 23–24) carries a strong recommendation of this work for school librarians and all other persons desiring to know better French-Canadian children's literature.

929

Potvin, Claude. LA LITTERATURE DE JEUNESSE AU CANADA FRANÇAIS, BREF HISTORIQUE, SOURCES BIBLIOGRAPHIQUES, RÉPERTOIRE DES LIVRES. Préface de Claude Aubry. Montréal, Association canadienne des bibliothécaires de langue française, 1972. 110 p. PN1009.F8P6

Includes bibliographical references and index.

With a preface by a well-known author-librarian, this study by a Canadian librarian provides an historical overview of French publishing for children in his country. His survey in "Bref Historique" deals with decades separately, beginning with "les debuts" in 1920–29, and calls attention to outstanding achievements. "Sources bibliographiques sur la litterature de jeunesse au Canada français," which cites twenty-six studies and twenty lists, precedes an unannotated list of the children's books, also by decade.

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American Council on Education
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Washington, D.C. 20036

American Library Association
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Chicago, Illinois 60611

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Arbeitskreis für Jugendschrifttum
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8000 Munich 40, German Federal Republic

Association for Childhood Education International
3615 Wisconsin Avenue NW
Washington, D.C. 20016

Association Nationale du Livre Français á l'Étranger
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Bibliotekstjänst
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Lund, Sweden

Biennale of Illustration
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Bratislava, Czechoslovakia

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Fuhrmannsgasse 18a
Vienna 8, Austria

Bureau Boek en Jeugd der C. V.
Taco Scheltemastraats
The Hague, Netherlands

Center for Children's Books
University of Chicago Graduate Library School
Chicago, Illinois 60637

Child Study Association of America
9 East 89th Street
New York, New York 10028

Children's Book Council, Inc.
175 Fifth Avenue
New York, New York 10010

Institut für Jugendbuchforschung
Johann Wolfgang Goethe Universität
Georg Voight Strasse 10
Frankfurt/Main, German Federal Republic

Institute for the Intellectual Development of Children and Young Adults
Takht Tavous Avenue, No. 31, Jam Street
Teheran, Iran

International Association of School Librarianship
School of Librarianship
Western Michigan University
Kalamazoo, Michigan 49001

International Board on Books for Young People

Leonhardsgraben 38a
CH-4051 Basel, Switzerland

International Institute for Children's Literature and Reading Research
Fuhrmannsgasse 18a
Vienna 8, Austria

International Reading Association
Box 119
Newark, Delaware 19711

International Society for Research in Children's Literature
Tjärhavsgatan 36
116 21 Stockholm, Sweden

International Youth Library
11 Kaulbachstrasse
Munich 22, German Federal Republic

Kinder- und Jugendbuchabteilung
Deutsche Staatsbibliotek
Unter den Linden 8
108 Berlin, German Democratic Republic

Klingspor Museum
Herrnstrasse 86
605 Offenbach/Main, German Federal Republic

The Library Association
Chaucer House, Malet Place
London W. C. 1, England

The Loughborough International Seminar in Children's Literature
School of Librarianship
Loughborough University
Loughborough, Leicestershire, England

National Association for the Education of Young Children
1834 Connecticut Avenue NW
Washington, D.C. 20009

National Association of Independent Schools
Four Liberty Square
Boston, Massachusetts 02109

National Book League
7 Albemarle Street
London W. 1, England

National Conference of Christians and Jews
43 West 57th Street
New York, New York 10019

National Council for the Social Sciences
1201 16th Street NW
Washington, D.C. 20036

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61822

National Education Association
1201 16th Street NW
Washington, D.C. 20036

National Library Service
Private Bag
Wellington
New Zealand

National Science Teachers Association
1201 16th Street NW
Washington, D.C. 20036

The Negro Bibliographic and Research Center, Inc.
117 R Street NE
Washington, D.C. 20002

Organization of American States
17th and C Streets NW
Washington, D.C. 20006

State Pedagogical Study Center
Lersø Parkalle 101
2100 Copenhagen, Denmark

Swedish Institute for Children's Books
Tjärhovsgatan 36
116 21 Stockholm, Sweden

UNICEF Information Center on Children's Cultures
381 East 38th Street
New York, New York 10016

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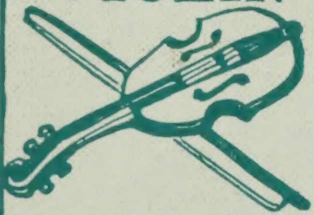

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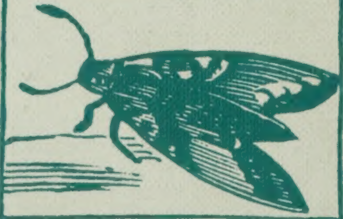

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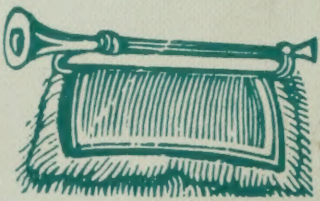

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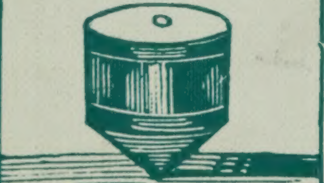

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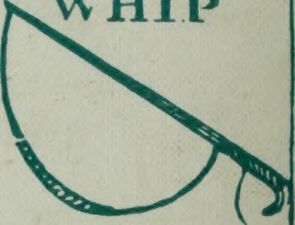

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